New Program Review Form
Private Institutions of Higher Education

Institution Voorhees College   **Proposed Program** Elementary Education

Review Team _Deborah V Mink_ , Chair

M Guys, EdD.

Renee B McClure, Ph.D

Review Date 11/12/09

Components	Met	Met With Conditions	Not Met
I. Cover Sheet			
A. Name of proposing institution	x		
B. Title of the proposed program	x		
C. Date of submission	x		
D. Signature of CEO of institution			
E. Contact person – Title/Email/Phone/Fax indicate fax and/or phone number on the cover sheet.	x		
II. Program Overview			
A. Classification			
1. name of proposed program	X		
2. academic unit involved	X		
3. designation, type and level of degree	X		
4. proposed date of implementation	X		
5. classification of Instructional Programs (CIP) code	X		
6. identification of program as *new* or *modification*	X		
7. delivery mode	X		
B. Justification for the program			
1. program purpose and long range goals	x		
2. need for the program	x		
3. centrality of the program to the institutional mission	x		
4. conceptual framework summary			
5. relationship of the program to other programs within the institution and to other SC institutions of higher education	x		
	x		
6. similarities or differences between proposed program and those with like objectives offered at other institutions including discussion of like programs within the state, region, and nation (Public IHEs only)	x		

Components	Met	Met With Conditions	Not Met

C. Enrollment
   1. admissions criteria specific to the program
   2. table for projected total enrollment for first five years
   3. discussion of process by which estimates were made
   4. table for estimated new enrollment by headcount & credit hours
	x
	x
	x
	x		

D. Curriculum
   1. sample curriculum for undergraduate programs and for graduate programs that will use a required core of courses
   2. brief explanation of assessments of student learning outcomes (Public IHE's only)
   3. a list, with catalog descriptions, for all new courses that will be added
	x
	x
	x		

E. Faculty
   1. table detailing the rank and academic qualifications of each staff member involved in the program (identified only by rank and not by name)
   2. enumeration and discussion of necessary qualifications of new faculty
   3. proposed changes in assignments of existing faculty
   4. institutional plan for faculty development as it relates to proposed program
   5. institutional definition of full-time equivalents (FTE)
   6. table of headcount and FTE for administrators, faculty, and staff for five years for the proposed program
	x
	x
	x
	x
	x
	x		

F. Physical plant
   1. adequacy of existing physical plant for the first five years of the proposed program
   2. additional physical plant requirements, including modifications
	x
	x		

G. Equipment – major equipment items needed for first five years	x		
H. Library resources	x		

Components	Met	Met With Conditions	Not Met

I. Accreditation, Approval, Licensure, or Certification
  1. brief description of the accreditation or approval process
  2. brief description of ways in which the proposed program will insure that certification will be achieved by graduates
  3. brief description of how the proposed program addresses national SPA standards (See #4)
  4. brief description of how the proposed program addresses state P-12 content standards
  5. concise description of how advanced programs address the core propositions of the NBPTS
	N/A		

J. Articulation
  1. entry path for students from two-year institutions into four-year institutions as possible
  2. statement of how the proposed program leads to a terminal degree
	x
	x		

K. Estimated Cost
  1. table for estimated new expenditures necessary annually for the first five years
  2. statement as to whether or not "unique costs" or other special state appropriations will be required or requested (Public IHE's only)
	x
	x
	N/A		

L. Institutional approvals (academic provost approval, etc.)	x		
III. South Carolina State Department of Education Requirements Description of the ways in which the new program will meet all state requirements as outlined in the *Policy Guidelines for South Carolina Educator Preparation Units*, including the following: A. ADEPT B. Assessment plan C. Diversity plan D. EEDA E. Field and clinical experiences, including number of hours and integration of ADEPT and/or PADEPP F. PADEPP (If applicable) G. PreK-12 academic standards H. Program admission requirements (Initial & Advanced) I. South Carolina Safe School Climate Act J. Standards of Conduct	 x x x x x x x		

Components	Met	Met With Conditions	Not Met
IV. **NCATE and SPA Standards, and Assessments** Download the NCATE Program Report for the content area and complete the following using the program standards: A. context B. list of assessments (completion of chart) C. relationship of assessments to standards (completion of chart) D. planned evidence for meeting standards E. planned use of assessment results to improve candidate and program performance F. changes or additions to the program (**For program modifications only)**	X X X X		

Overall Finding (Team Consensus)

☒ Approved

☐ Approved with Conditions

☐ Not approved

Comments

It is the consensus of the team members that the proposal needs no further modifications and is approved.

Voorhees
C O L L E G E

Partners in Mission: An Agenda for Excellence

Elementary Education Program Proposal

VOORHEES COLLEGE
TEACHER EDUCATION
PREPARING PROFESSIONAL EDUCATORS

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Dr. Doris B. Matthews, Director of Teacher Education
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11-11-09

1. COVER SHEET INFORMATION

1.1. Name of Proposing Institution: Voorhees College
                                           P. O. Box 678
                                           Denmark, South Carolina   29042

1.2. Title of Proposed Program: Elementary Education Program

1.3. Date of Submission: November 2009

1.4. Signature of CEO of Institution:

_____
Dr. Cleveland L. Sellers, Jr.

1.5 Institutional Contact: Dr. Doris B. Matthews
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2. PROGRAM OVERVIEW

2.1. Classification

2.1.1. Name of Proposed Program: This document presents and describes an Elementary Education Program Proposal.

2.1.2. Academic Unit Involved: The planned program at Voorhees College will be in the Division of Education.

2.1.3. Designation, type, and level of degree: The Elementary Education Program will be a Bachelor of Science (B.S.) undergraduate degree program.

2.1.4. Proposed Date of Implementation: The program is scheduled to begin in August, 2010.

2.1.5. Classification of Instructional Program Code: The CIP code for the program is 13.1202.

2.1.6. Identification of program as new or modified: The proposed program is classified as a new program. The College had an Elementary Education Program in the past but the program has not been operational for a few years.

2.1.7. Program Qualifies for the Supplemental Palmetto Fellows and LIFE scholarship awards: The proposed program qualifies for the Supplemental Palmetto Fellows and LIFE scholarship awards.

2.1.8. Delivery Mode: The planned delivery mode is traditional. The Institution offers general education courses and will offer education courses on campus and field experiences in the surrounding school districts in Bamberg, Barnwell, and Allendale Counties. School district personnel from the targeted three counties already serve on various committees such as the Teacher Education Committee and the Teacher Education Advisory Committee.

2.2. Justification for the Program

History of Voorhees College: For 110 years, Voorhees College has been contributing to the educational, economic, and social development of Bamberg County, the State of South Carolina, and this nation. Since its founding, two underlying currents have influenced the curriculum at Voorhees College. First, there has been the sustained influence of the debate between those who have advocated pragmatic education for vocational pursuits and those who have advocated liberal education to develop youth for African American leadership. Secondly, intertwined in this philosophical debate has been religion and religious values. In 1897, a young black woman, Elizabeth Evelyn Wright, founded Voorhees College. A former student of Booker T. Washington, Miss Wright, at 23, dreamed the seemingly impossible dream of starting a school for African American youth in Denmark, South Carolina. In 1924, the school became one of several institutions supported by the American Church Institute for Negroes, a component of the Episcopal Church of the U.S.A. The Bishops of both the Upper Diocese of South Carolina and the Diocese of South Carolina assumed leadership of the Board of Trustees. Some time later the College became a four-year institution.

Today: Currently, Voorhees College is a four-year liberal arts institution with accreditation by the Southern Association of Colleges and Schools. It is a member of the United Negro College Fund. The college has a curriculum that combines the views of Dr. W.E.B. Dubois, through its general education curriculum, with the views of Dr. Booker T. Washington, through the pragmatism of its curriculum. Voorhees College is a private, historically black, coeducational, liberal arts, baccalaureate degree-

granting institution affiliated with the Episcopal Church. The College excels in its provision of student instruction in the liberal arts, the arts and sciences, and a wide range of pre-professional and professional disciplines. Voorhees College seeks to graduate highly qualified men and women who combine intellect and faith in their preparation for strong professional performance, a pursuit of life-long learning, the betterment of society, and an abiding faith in God.

Voorhees College is primarily a residential campus. It currently has 12 majors and 14 minors with an additional major in elementary education planned for implementation – if approved – in the fall of 2010. There are currently three academic divisions at the College with one more planned for education. The Division of General Studies offers the course work that all Voorhees College students must satisfactorily complete in order to pursue the majors and minors offered by the two degree-granting academic divisions, Business and Professional Studies, and Arts and Sciences. Education would constitute the third division.

2.2.1. Purpose of the Elementary Education Program

The purpose of the Elementary Education Program is to prepare students to become effective elementary school teachers in a diverse culture. Building upon a solid liberal arts foundation, the major goal of the Elementary Education Program is to provide instruction and guidance in helping candidates to develop the knowledge, skills, and dispositions necessary to become competent caring leaders, reflective decision-makers, and skillful practitioners. The design of the program reflects its commitment to diversity, which is infused through all programs, policies, and procedures at the College.

This commitment is supported by college-wide beliefs, attitudes, and ethics that are interspersed in programs throughout the college community. To that end, candidates will be prepared to relate to and work with a diversified population of elementary school children, especially in communities with high concentrations of low-income people.

2.2.1.1. Long Range Goal

The goal of Voorhees College is to attract a diverse group of students to undergo training in the Elementary Education Program. The proposed targeted areas are comprised of three counties: Allendale, Bamberg, and Barnwell. Some 12,774 families live in the three targeted counties. Within these counties, 21 percent of the families have incomes below the poverty level. More specifically, almost 29 percent of the families in Allendale County have incomes below the poverty level (See Table 1). Table 2 indicates the socioeconomic income of the median households. The per capita income is significantly lower in the local targeted areas than in South Carolina as a whole and the Nation. There is a need to increase knowledge and skill-levels in these communities as Voorhees prepares students to become productive citizens and life-long learners.

Table 1. Families below the Poverty Level

Poverty Status	Allendale	Barnwell	Bamberg	Total
All income levels	2,634	6,181	4,269	12,774
Below the poverty level	747	902	1,021	2,670
Percent below the poverty level	28.4%	14.6%	23.9%	20.9%

Source: US Census Bureau (2000).

Table 2. Socio-Economic Income

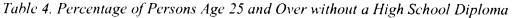|	Local	State	National
Median household income	17,578	37,082	41,994
Householder under 25	2,499	22,072	22,679
Householder 25-34	17,250	37,242	41,414
Householder 35-44	17,000	43,569	50,654
Householder 45-54	26,500	48,128	56,300
Householder 55-64	26,161	40,275	47,447
Householder 65-74	17,232	28,293	31,368
Householder 75 and older	9,722	19,525	22,259
	Local	State	National
Per capita income	11,243	18,795	21,587
White	23,330	22,095	23918
Black or African American	8,983	11,776	14,437
Native American	0	15,325	12,893
Asian	0	20,541	21,823
Native Hawaiian and Pacific Islander	0	21,538	15,054
Some other race	0	10,473	10,813
Two or more races	0	11,955	13,405
Hispanic or Latino	16,232	12,143	12,111

Source: US Census Bureau (2000)

Table 3 indicates that the percentage of persons 25 years of age and over with baccalaureate degrees in the targeted areas (12.1 %) is much lower than in South Carolina as a whole (20.4 %) or in the nation (24.4%). Table 4 indicates the percentage of persons aged 25 and above who do not have a high school diploma in the major towns in the three-county area. The proportion of high school drop-outs in the towns of Allendale, Bamberg, and Barnwell far exceeds that for drop-outs in South Carolina as a whole and in the nation.

Table 5 presents the unemployment rate in the three counties. Currently the rate is high and is expected to become higher with two plants closing in the summer of 2009. In fact, Allendale County, with an unemployment rate of just under 20 percent, has one of the highest rates of employment of any county in the nation. The Voorhees College Teacher Education Program will encourage students to seek their degrees with the understanding that the program can prepare them for the workplace and thus reduce the unemployment rate.

Table 3. Comparison of Highest Educational Attainment

Percent of persons age 25 and above holding a Baccalaureate Degree	
Allendale	9.3 percent
Bamberg	15.4 percent
Barnwell	11.6 percent
State	20.4 percent
Nation	24.4 percent

Source: US Census Bureau (2000)

Table 4. Percentage of Persons Age 25 and Over without a High School Diploma

Towns	Number without Diplomas	Percent without Diplomas
Allendale	2,840	40.0%
Bamberg	3.608	35.4%
Barnwell	4,794	32.5%
Target Area Total	11,242	35.0%
State	482,896	19.2%
Nation	35,715,625	19.6%

Source: US Census Bureau (2000)

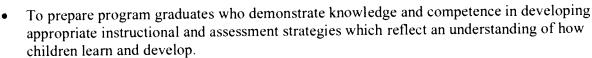*Table 5. Unemployment Rates in Targeted Counties in 2008*

County	Percent	Rank in the State
Allendale	19.7	1
Barnwell	14.2	5
Bamberg	15.5	6

Source: *The People Sentinel,* April 2009

2.2.1.2 Specific Goals of the Elementary Education Program

The Association of Childhood Education International (ACEI) standards guided the development of the goals of the Voorhees College Elementary Education Program. They are as follows:

- To prepare future teachers of elementary school children in grades 2-6 with the current knowledge base for elementary education.
- To develop aspiring elementary school professionals who:
  - o view themselves as members of a community of learners;
  - o develop the sense of competence and positive attitudes toward lifelong learning of children;
  - o respect and advocate for all children and families;
  - o possess a holistic and integrated view of learning and development; and
  - o reflect upon their professional practice.
- To prepare program graduates who demonstrate well-developed capabilities in oral and written communication and a broad understanding of the humanities, of mathematics, of the natural sciences, and of social science.
- To prepare program graduates who demonstrate an awareness of:
  - o the foundation of elementary education and the nature of diverse elementary settings;
  - o knowledge of human growth, development, and learning; and
  - o a repertoire of teaching and assessment strategies.
- To prepare program graduates who use technology in instruction to expedite the learning of children.
- To prepare program graduates who demonstrate strong interpersonal relationships, a developmental system of personal and professional ethics, and a thoughtful, reflective stance towards teaching, learning, children, and families.
- To prepare program graduates who demonstrate knowledge and competence in developing and designing integrated holistic, curricula that are grounded in research-based practice and are supported by current knowledge in the field.
- To prepare program graduates who demonstrate knowledge and competence in adapting curricula to meet the needs of all learners including children with disabilities, children from diverse cultures, and children with academic challenges.

- To prepare program graduates who demonstrate knowledge and competence in developing appropriate instructional and assessment strategies which reflect an understanding of how children learn and develop.
- To prepare program graduates who demonstrate knowledge and competence in interacting positively with families to support children's needs.

2.2.2. Need for the Program

A committee composed of faculty, administrators, staff, and school professionals examined the long range goals, philosophy, mission, and previous conceptual frameworks of the college in order to determine the need for additional programs for Voorhees College. Studies were undertaken in local and surrounding school districts and among current students and graduates of Voorhees College to determine the need for a teacher education program. The most compelling information obtained was from a Clemson University study that determined, through an analysis of data from the South Carolina Department of Education, that this state has a positive need for minority teachers in most of its school districts. The National Center for Education Statistics reported that African American teachers in South Carolina made up only 17 percent

of the total in a student population that was over 50 percent African American (U.S. Department of Education, 2004). A meeting with the superintendents in the low country of South Carolina, *i.e.*, Demark, Bamberg, Orangeburg, Jasper, and Hampton counties, revealed an evident local community demand for additional African American elementary school teachers. When the 2008-2009 school year began, South Carolina still had over 15 unfilled vacancies in elementary schools. Moreover, some of the filled slots had been filled by uncertified teachers (Teacher/Administrator Supply and Demand Survey, 2008). However, with the cutbacks in money for education in the upcoming 2009-2010 school year, the supply and demand for teachers may not be as critical as in other years.

The numbers of minority group teachers are declining in South Carolina and the nation at the same time as minority populations are expanding (Jackson, 2009; McLaughlin, 2008; U.S. Department of Education, 2004). Regarding the African American population, an imbalance currently exists between minority and majority teachers in the schools of Bamberg, Barnwell, and Allendale Counties, with the number of White teachers exceeding the number of Black teachers. The Black population in the three targeted counties is between 80 and 90 percent. Table 6 portrays the imbalance between the Black and Non-Black teachers, as well as the number of male teachers in the schools. At an impressionable age, males in the elementary schools have few role models. In the three-county area, only eleven males are teaching at the elementary school level, less than three percent of the total number of teachers. Therefore, the proposed program will help eliminate this discrepancy in the two areas: the overall decline in Black elementary teachers and the reduced number of male teachers in the elementary schools. With the unemployment rate, high, males are expected to look for alternative occupations in service fields such as education.

Also, meetings with local town officials and the review of extensive research findings have revealed the high poverty rate in the immediate vicinity of Voorhees College. This poverty rate was a determining factor in the decision taken by Voorhees College to include in its mission the eradication of illiteracy associated with poverty.

Research undertaken by the North Carolina Center for Public Policy and Research (McLaughlin, 2008) and similar projects validate the need for an Elementary Education Program. In particular, the research has revealed that the toughest challenge for American education in the future will be finding qualified teachers. The teacher education institutions in South Carolina and the nation are graduating fewer teachers than are needed each year to replace the teachers who are retiring, leaving the profession, or, in the case of South Carolina, moving out of the area. Shortages are so severe in some areas that they are forcing lawmakers

and educators to rethink the tenets of the teaching profession. This compilation of evidence helps to further justify the need for a Teacher Education Program at Voorhees College.

Lastly, the area needs the program so that candidates who become teachers can provide leadership for the education community. Just as the nation seeks to ensure a national teaching force of the highest quality, Voorhees College seeks to establish a Teacher Education Program to fill the void in the area of teacher education. As classrooms continue to become increasingly challenging and diverse, teachers need to be well prepared to teach all students to the highest standards. Table 7 highlights the most recent performance results of elementary schools in the Voorhees College service area according to the South Carolina State Report Card. The data support the need for programs to train candidates to become highly qualified and to provide further training by those who are deemed highly qualified. The fact that only one school met the Average Yearly Progress (AYP) standard further supports the need to have a Teacher Education Program for Elementary Education that trains candidates to effectively serve students of all ethnic and socio-economic groups.

2.2.3. Centrality of the Teacher Education Program to the Institutional Mission of Voorhees College

The concept of teachers as professional educators is compatible with the mission statement of Voorhees College and the theme of the education program, "Preparing Professional Educators as Caring Leaders, Reflective Decision-Makers, and Skillful Practitioners". The latter reflects the mission of Voorhees College which consistently includes scholarship, leadership, and service as salient tenets of the College.

Table 6. Percentage of Black/Non-Black and Male/Female Teachers during the 2008-2009 School Year in the Targeted Three-County Area

Target Area Schools	Faculty Total	Male Teachers	Female Teachers	Black Teachers	Percentage of Black Teachers	Non-Black Teachers	Percentage of Non-Black Teachers
Allendale County							
Allendale Elementary	35	2	33	17	49%	18	51%
Fairfax Elementary	53	1	52	1	2%	52	98%
Bamberg County							
Richard Carroll Elementary	29	2	27	5	17%	24	83%
Denmark Olar Elementary	33	2	31	31	94%	2	6%
Barnwell County							
Macedonia Elementary	26	0	26	12	46%	14	54%
Kelly Edwards Elementary	33	2	31	7	21%8%	26	79%
Barnwell Elementary	39	2	37	3	8%	36	92%

Source: Telephone Interviews with Principals

Table 7. Results of the South Carolina Annual School Report Card

Percentage of Absolute Ratings of Targeted Schools	Year-2008	Excellent	Good	Average	Below Average	At-Risk	Performance	Adequate Yearly Progress (AYP)	Absolute Rating
	Barnwell County								
	Barnwell	0	8	64	22	1		Not Met	Below Average
	Williston	0	1	30	56	3		Not Met	Below Average
	Blackville	0	3	10	54	63		Not Met	At-Risk
	Allendale County								
	Allendale	0	4	4	46	61		Not Met	At-Risk
	Bamberg County								
	Bamberg	0	8	66	17	1		Met	Average
	Denmark	0	4	7	52	61		Not Met	At-Risk

Source: SC Annual School Report Card Summary, April 2009

"The College seeks to produce highly qualified graduates who combine intellect and faith in their preparation for strong professional performance and moral character, pursuit of life-long learning, and the betterment of society." The first of the identified Institutional Goals is "to enhance students' communicative, critical thinking, and qualitative and quantitative skills." These are the very dispositions of an effective teacher.

In reviewing the Voorhees College Strategic Initiative 1: Transforming the Student Experience, the commitment will be to "connect" learning within the major that fosters: integration within the major, integration between the major and general education, and integration between the major and the student's commitment beyond the academy.

2.2.4. Relationship of the Program to Other Programs within the Institution

As stated above, the Elementary Education Program will assist the Institution in the fulfillment of its mission. The College seeks to produce highly qualified graduates who combine intellect and faith in their preparation for strong professional performance, pursuit of life-long learning, betterment of society, and an abiding faith in God. The graduates of the program will have the credentials to enter the teaching profession as elementary school teachers in grades 2-6 at entry level. Furthermore, graduates of the program are expected to be leaders in education not only in the targeted area but in the State and the Nation.

The program will foster collaboration between the faculty members of general studies and those of education in order to aid in providing a solid foundation in the liberal arts. The first two years of the curriculum will be taught by general education faculty who provide the information base from which candidates will eventually teach according to the South Carolina Curriculum Standards.

Another positive relationship of the program is that of fostering college-wide interaction among faculty members and students regarding diversity of teaching strategies, research, and best practice in education. The College has a very diverse faculty with regard to race, sex, and ethnicity. The interaction that occurs among faculty members and students will help to prepare candidates to work with diverse groups.

An additional degree program at Voorhees College is expected to increase enrollment as well as offer an increased choice of occupations to students. The campus facilities have the capacity to enroll a larger number of students than are currently enrolled. Since the Elementary Education Program focuses on high

performing students, both minority and majority, it is expected to be a leader in upgrading the general performance of Voorhees College students.

2.2.5. Relationship of the Program to Other Programs at Other Institutions of Higher Education

South Carolina has 20 or more higher education institutions that offer degrees in elementary education. These institutions are situated around the State in close proximity to most applicants. Two minority institutions, Claflin University and South Carolina State University, are situated within 35 miles of Voorhees College. In the immediate vicinity, however, applicants do not have access to a degree program in elementary education. The number of minority students completing the programs at other institutions is small; therefore, the need arises for another program that would increase the number of minority and male teachers, two necessities in South Carolina.

Most of the degree programs throughout the State are similar in structure because they must meet the standards of the Association of Childhood Education International. Some variance occurs in the manner in which methods courses and field experiences are handled. A few institutions teach methods courses on site in elementary schools and link field experiences with teaching experiences. Because of its small size, the proposed Elementary Education Program will place pre-candidates and candidates in schools along with classroom teachers as part of specific courses with the course instructor supervising the field experiences. Another difference between the Voorhees College program and programs in majority institutions is the requirement that candidates pass the Praxis II specialty tests and Principles of Learning and Teaching Test before being permitted to engage in student teaching.

An important advantage of a close relationship with other institutions is the support received from professors and administrators. Such closeness offers an opportunity to connect with other learned communities to establish educational linkages for faculty growth and development in the art of teaching and learning among diverse populations.

Additionally, the education program at Voorhees College will provide an opportunity for faculty members in a minority institution to work with faculty members in majority institutions in the provision of experiences for candidates that foster an increased knowledge and appreciation of diversity. When candidates work together on projects and programs, they become sensitive to the needs of people of diverse origins.

2.3. Enrollment

2.3.1. Admissions Criteria Specific to the Program

When students enter Voorhees College as freshmen or transfer students and are interested in Elementary Education, they complete a form titled "Intent to Declare Education as a Major". They also write a Prospective Education Letter. The pre-candidates are then assigned to an education advisor. The procedures to be followed by a pre-candidate in order to be formally admitted as a teacher candidate are listed below:

1. The Teacher Education Handbook, which has a detailed description of the admission process and criteria, is made available to students interested in teacher education. The criteria are taught in EDU 100, Orientation to Education. In addition, faculty advisors, especially those in teacher education, must inform students of the admission criteria and outline the procedures for application.

2. Specifically, to be admitted to the Teacher Education Program, a student must have completed no fewer than forty-five (45) semester hours of course work which meet the degree requirements at

Voorhees College. Candidates must be admitted one full year before student teaching can begin. Additionally, each student must have:

a. Completed an application for admission to the Teacher Education Program;
b. Passed all of PRAXIS I (Verbal, Mathematics, and Writing);
c. Earned an "acceptable" rating on the oral interview;
d. Obtained two letters of recommendation: one from an education faculty member and one from a general education faculty member;
e. Earned a "C" or better in EDU 100 (Orientation to Education), EDU 230 (History and Philosophy of Education), EDU 232 (Technology in the Classroom), EDU 234 (Human Growth and Development), and EDU 235 (Literature for Children);
f. Earned an overall GPA of 2.5 or better;
g. Earned an "acceptable" or higher rating on Field Experiences I and II;
h. Earned an "acceptable" or higher rating on the Dispositions Evaluation;
i. Prepared the following documents to be written with supervision, within the designated course, and assembled in the developing portfolio:
   (1) Autobiography – EDU 100 (To be written and completed as part of a designated class).The directions are as follows: Describe your ability to make a contribution to the teaching profession. Include in your response descriptions of experiences you have had working with children in volunteer work, part-time jobs, etc., and how these experiences influenced your decision to become a teacher. Identify the subject or grade you would prefer to teach and explain your reasons for making this choice.
   (2) Philosophy of Education – EDU 230 (The essay will be written using APA style. The paper will be revised with the instructor's assistance before the final copy is graded).
j. Upon receipt of a pre-candidate's application for admission to the Teacher Education Program, the Chairperson/Director of Teacher Education will examine each student's cumulative file for compliance with all the preceding requirements before presenting the pre-candidate to the Teacher Education Committee for final approval for admittance to the program.
k. The Chairperson/Director of Teacher Education will inform pre-candidates through written communication of the decisions of the Teacher Education Committee. Candidates are officially notified of the Teacher Education Program requirements for graduation and program completion.
l. The Chairperson/Director of Teacher Education, the Teacher Education Committee, and the Teacher Education Advisory Council establish and review the procedures by which qualified students are formally admitted into the Teacher Education Program. The College follows the South Carolina Department of Education guidelines as a minimum standard to be met in order to establish admission criteria for pre-candidates who enter into the Teacher Education Program.

2.3.2. Projected Enrollment in Elementary Education Program

Administrators at Voorhees College expect the number of students in the Elementary Education Program to be small. The emphasis is on quality rather than on numbers of students. Table 8 gives the projected enrollment for the first five years.

Table 8 Projected Enrollment for Five Years

	Academic Year				
	2010-11	2011-12	2012-13	2013-14	2014-15
Freshman	20	20	20	20	20
Sophomore		20	20	20	20
Junior			15	15	15
Senior				12	12
Total	20	40	55	67	67

Source: Projections from Administrators

2.3.3. Discussion of the Process by Which Estimates Were Made

Surveys of the current student body at Voorhees College indicated an interest in teacher education. Additionally, the College designated ten (10) scholarships per year for education students for five (5) years covering the costs of room, board, and tuition. The scholarships will enable the institution to attract some of the high performing Black and White students in the surrounding area, as well as the State and the Nation.

The College has remediation procedures in place to assist students in passing the Praxis examinations. Since the Division of Education requires candidates to have a passing score on the Praxis II specialty examinations and the Principles of Learning and Teaching Examination before engaging in student teaching, the number of candidates is expected to decline by the senior year.

2.3.4. Estimate of New Enrollments by Headcount and Credit Hours

As stated above, the College expects the Elementary Education Program to have a small enrollment. Table 9 gives the projections of enrollment by headcount and credit hours.

Table 9. Estimate of New Enrollment by Headcount and Credit Hours

Year	Type of Enrollment	Number	Credit Hours	Total FTE
2010-11	Full Time	15	180	
	Part Time (9 hours)	2	18	
	Part Time (6 hours)	3	18	
	Total	20	216	18
2011-12	Full Time	30	360	
	Part Time (9 hours)	4	36	
	Part Time (6 hours)	6	36	
	Total	40	432	36
2012-13	Full Time	45	540	
	Part Time (9 hours)	5	45	
	Part Time (6 hours)	5	30	
	Total	55	615	51.25

Table 9 Continues

2013-14	Full Time	60	720	
	Part Time (9 hours)	5	45	
	Part Time (6 hours)	2	12	
	Total	**67**	**777**	**64.75**
2014-15	Full Time	62	744	
	Part Time (9 hours)	2	18	
	Part Time (6 hours)	3	18	
	Total	**67**	**780**	**65**

Source: Projections by Administrators

2.4. Curriculum

The development of the Teacher Education curriculum was a collaborative effort of the Division of Education faculty, the General Education faculty, public school representatives, and business and community stakeholders. The curriculum was developed to provide the experiences necessary to train teachers to be reflective decision-makers, skillful practitioners, and caring leaders. Education courses fall into three areas: foundations, content, and pedagogy. Table 10 portrays the courses for each area. Table 11 gives the course descriptions, and Appendix A portrays a sequencing of education courses along with general studies courses from year one to graduation. The total curriculum accumulates 129 credit hours.

Table 10. Education Courses in the Curriculum

COURSES IN THE FOUNDATION AREA	
Course Number	Title and Credit Hours
EDU 100	Orientation to Education/Field Experience I (2 Credit Hours)
EDU 230	History and Philosophy of Education (3 Credit Hours)
EDU 232	Technology in the Classroom (3 Credit Hours)
EDU 234	Human Growth and Development/Field Experience II (3 Credit Hours)
EDU 341	Educational Psychology (3 Credit Hours)
EDU 344	Measurement and Evaluation for Teachers (3 Credit Hours)
COURSES FOR CONTENT	
EDU 330	Art for Children (2 Credit Hours)
EDU 331	Music for Children (2 Credit Hours)
EDU 333	Health and PE for Elementary School (3 Credit Hours)
EDU 334	Social Studies for the Elementary School Teacher/Service Learning (3 Credit Hours)
EDU 336	Mathematics for the Elementary School/Field Experience IV (3 Credit Hours)
EDU 337	Science for the Elementary School Teacher (3 Credit Hours)
EDU 338	Language Arts in Elementary School (3 Credit Hours)
COURSES FOR PEDAGOGY	
EDU 235	Literature for Children (3 Credit Hours)
EDU 329	Introduction to Exceptional Children (3 Credit Hours)
EDU 332	Elementary School Curriculum (3 Credit Hours)
EDU 335	Teaching Reading in the Elementary School/ Field Experience III (3 Credit Hours)
EDU 342	Classroom Management (3 Credit Hours)
EDU 431	Diagnosis and Prescriptive Teaching/Field Experience V (3 Credit Hours)

Table 11. Catalog Descriptions of Education Courses

EDU 100 Orientation to Education/Field Experience 1 (2 Credit Hours)
This course acquaints the pre-candidate with the structure of the school: organization, grouping patterns, materials of instruction, and personnel. The pre-candidate interviews teachers, principals, and other professional persons regarding the strengths and weaknesses of the job and the workplace. (20 hours of Field Experience required) *Prerequisite: None.*

EDU 230 History and Philosophy of Education (3 Credit Hours)
This course introduces the study of the philosophical framework, theories, and principles shaping pedagogical practice, curriculum theory, and educator/student interactions. The course identifies pioneers who have significantly shaped educational theory and practice and examines the evaluation of ideologies in the American education system. The pre-candidate begins the development of his or her portfolio. A minimum grade of "C" must be earned in EDU 230 for enrollment in any other education courses. *Prerequisite: Class rank of Sophomore*

EDU 232 Technology in the Classroom (3 Credit Hours)
This is an introductory course for pre-candidates designed to familiarize them with the use of technology in the classroom for the development of information literate students. The course includes both awareness of and the opportunity to practice functional technology, including Internet applications, PowerPoint, and software. Pre-candidates also learn how to evaluate hardware and software. The course engages pre-candidates in implementing curriculum plans that include methods and strategies for applying technology to maximize learning among diverse student populations. *Prerequisite: None*

EDU 234 Human Growth and Development/Field Experience II (3 Credit Hours)
This course focuses upon the principles of human growth and development throughout life. It examines historical and contemporary trends in the study of cognitive, emotional, social, and physical characteristics of students of varied levels of preparedness. (20 hours of Field Experience required) *Prerequisite: Class rank of Sophomore*

EDU 235 Literature for Children (3 Credit Hours)
This course includes a critical study of the literary composition of children's literature with a primary focus on literary form and structure, to include fiction and nonfiction and literary genres and subgenres. Knowledge of principles for critiquing children's literature is part of the course. *Prerequisites: Class rank of Sophomore*

EDU 329 Introduction To Exceptional Children (3 Credit Hours)
This introductory course deals with programs, problems, and procedures relating to work with children who are exceptional: mentally, physically and/or emotionally. The primary focus is on children and youth who have problems associated with vision, hearing, speech, as well as physical and/or neurological difficulties. Discussions involve recent research and current issues regarding special education programs for students from diverse backgrounds and reflecting various exceptionalities. *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*

EDU 330 Art for Children (2 Credit Hours)
This course focuses upon an examination of the theory and the practice of teaching children through art and the importance of art in education. Candidates explore cultural diversity by utilizing a discipline-based approach to art education. Candidates use their knowledge and understanding of the content and functions of the visual arts as primary media for communication, inquiry, and engagement among elementary students. *Prerequisite: Class rank of Junior and admitted to the Teacher Education Program*

EDU 331 Music for Children (2 Credit Hours)
In this course candidates gain knowledge of a discipline-based approach to music education while exploring the areas of graphic expression, movement education, and the integration of the arts (dance, art, etc.) Candidates learn musical selections which elementary school children enjoy as well as instructional approaches for utilizing music within the classroom. Prerequisite: *Class rank of Junior and admitted to the Teacher Education Program*

EDU 332 Elementary School Curriculum (3 Credit Hours)
This course is an overview and examination of the elementary school concept, including historical and philosophical antecedents and the principles and related implications underlying an elementary school. A focal point of the course is the South Carolina Curriculum Standards for grades 2-6. *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*

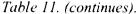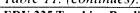| **EDU 333 Health and PE for Elementary Children (3 Credit Hours)** |
|---|
| In this course, candidates will demonstrate their knowledge and understanding of health education, human movement, and physical activity, and other aspects of physical development. They will use the major concepts of health and physical education to create opportunities for student development and practice of active healthy life styles that contribute to good health and an enhanced quality of life for elementary students. *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program* |

EDU 334 Social Studies for Elementary School Teachers/Service Learning (3 Credit Hours)
This course demonstrates the interrelationships of various disciplines within the social studies: history, geography, the social sciences, and other related areas. Candidate will use the major concepts and modes of inquiry from the social studies to promote students' ability to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. (Service Learning Project with Agency Required) *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*

Table 11. (continues).

EDU 335 Teaching Reading in Elementary School/Field Experience III (3 Credit Hours)
Candidates develop a high level of competence in the knowledge and use of reading skills in relation to the psychological bases, developmental principles, and historical and contemporary issues in reading practices for teaching elementary school children of diverse backgrounds. This course is the study of reading skills in relation to the psychological bases, developmental principles, and historical and contemporary issues in reading practices for teaching elementary school children of diverse backgrounds. (20 Hours of Field Experience required) *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*

EDU 336 Mathematics for Elementary School/Field Experience IV (3 Credit Hours)
A course of mathematical concepts that include the real number system and operations, the relationship between fractions and decimals, basic algebraic and geometric principles, along with data analysis and probability and principles governing how the "words" in word problems are "translated" into numeric formulae. Candidates are engaged in and gain hands-on experience in the use of appropriate instructional approaches for conveying mathematical concepts to children of varied backgrounds in problem solving, reasoning, and proof, communication, connections, and representation. (20 Hours of Field Experience required) *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*

EDU 337 Science for Elementary School Teachers (3 Credit Hours)
Candidates examine the basic principles of life and the physical sciences within the context of the human environment and a multicultural, diverse, society in this course. Issues confronting mankind such as the scarcity of natural resources, cohabitating with the animal kingdom, and space utilization are explored with emphasis on the earth and space sciences. Candidates design and implement age-appropriate inquiry lessons to teach science, to build elementary student understanding of personal and social applications, and convey the nature of science. *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*

EDU 338 Language Arts in Elementary School (3 Credit Hours)
Candidates demonstrate competence in the use of the English language. The course gives special emphasis to integrating oral and written expression as candidates use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas. *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*

EDU 341 Educational Psychology (3 Credit Hours)
This course introduces candidates to the classroom use of objectives, motivation theories, learning theories, tests and measurements, classroom management, and knowledge of exceptional learners. *Prerequisites: Class rank of Junior and admitted to Teacher Education Program*

EDU 342 Classroom Management (3 Credit Hours)
This course is designed to enable candidates to learn and to implement appropriately positive management approaches and strategies for the classroom. The principles and procedures underlying motivational approaches for effective social and academic development of children of diverse backgrounds and needs are the essential focus of the course. *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*

EDU 344 Measurement and Evaluation for Teachers (3 Credit Hours)
This course introduces candidates to appropriate methods of educational analysis of diverse student populations, including the use of testing and statistics. The course focuses on the assessment of learning and of the procedures used to evaluate the academic performance of children in groups, subgroups, and individually. *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*

EDU 431 Diagnostic and Prescriptive Teaching/Field Experience V (3 Credit Hours)
This intermediate level course is designed to enable candidates to identify weaknesses in reading and other area competencies and to apply appropriate techniques to foster success in learning. The candidate is expected to implement diagnostic and prescriptive practices in field experiences. (20 Hours of Field Experience required) *Prerequisites: Senior level and admitted to the Teacher Education Program*

EDU 440 Special Topics in Elementary Education/Portfolio Development (3 Credit Hours)
A course that engages candidates in reading , discussing, and analyzing selected current topics in elementary education, with emphasis on topics related to the Conceptual Framework: *"The Professional Educator as Reflective Decision Maker, Skillful Practitioner, and Caring Leader."* A major aim of the course is to prepare candidates to submit their portfolios for review by the team admitting candidates to student teaching. *Prerequisites: Senior level and admitted to the Teacher Education Program*

EDU 442 Student Teaching/Seminar/Field Experience VI (12 Credit Hours)
This course places candidates in local schools so that they may observe, teach, and participate during the entire school day for a minimum of 60 days. Candidates plan, develop, and implement lessons and unit plans to address the diverse needs of all students. Candidates develop the final phase of their portfolios and share them with colleagues at the end of the semester. *Prerequisites: Admitted to Student Teaching.*

2.5 . Faculty
2.5.1. Faculty with Academic Qualifications for Teacher Education

Voorhees College hired a Chairperson/Director of Teacher Education in November 2008 to coordinate the efforts involved in re-establishing an Elementary Education Program. Currently, she is the only permanent staff member in Teacher Education. A short listing of Dr. Doris B. Matthews' credentials may be found in Appendix B.

The College, nevertheless, has several instructors in other programs who have the qualifications for teaching part-time in the program. The institution plans to share instructors across programs when feasible, providing them with dual appointments. The instructors in question have had experience at the elementary school level but would need to update their certifications and ADEPT training.

Table 12 lists the instructors along with their qualifications who need to be hired and also the ones presently on staff who could teach part-time in the program. Each permanent faculty member who teaches in the program is expected to have the credentials to supervise student teachers.

Table 12. Faculty for Elementary Education Program

Position/Rank	Qualifications	Already at Institution	Must be Hired
Chairperson/ Director of Teacher Education (Professor)	Ph.D. or Ed. D in Elementary Education or Curriculum and Instruction; five or more years experience teaching in an elementary school; ADEPT trained; supervisory experience at a Teacher Education Institution	The Chairperson/ Director of Teacher Education is currently the only full time person in education	
Field Experience Coordinator/ Supervisor of Student Teaching (Assistant Professor or Associate Professor)	Ph.D. or Ed. D in Elementary Education or Curriculum and Instruction; two or more years experience teaching in an elementary school; ADEPT trained.		To be hired
Mathematics/Science Instructor (Assistant Professor)	Ph.D. or Ed. D with specialties in mathematics and science; two or more years experience in elementary school; ADEPT trained.		To be hired
Reading/Language Arts Specialist to teach Reading; Language Arts; Diagnostic and Prescriptive Teaching; Social Studies; Children's Literature (Assistant Professor)	Master's Degree plus training in reading; two or more years experience in an elementary school; ADEPT trained	Part-time instructors from General Studies	
Educational Psychology instructor to teach Human Growth and Development; Educational Psychology; Tests and Measurement (Professor)	Ph.D. or Ed. D with specialty in Educational Psychology; two or more years experience in an elementary school; ADEPT trained	Part-time person from faculty development and Dean/Director of Teacher Education	
Instructor to teach Curriculum; Special Topics; Introduction to Education; Portfolio Development (Assistant Professor)	Ph.D. or Ed. D. in Elementary Education or Curriculum and Instruction; two or more years experience in teaching elementary school children; ADEPT trained.		To be hired.
Technology Instructor (Instructor)	Master's Degree in Technology; training in programs for the computer for elementary school children	Part-time instructor from General Studies or the IT department	
History and Philosophy of Education Instructor (Professor)	Ph.D. in Curriculum and Instruction; two or more years experience teaching elementary school children; ADEPT trained	Part-time instructor from administration	
Art Instructor (Assistant Professor)	Master's Degree Plus in Art Education; two or more years of experience teaching elementary school children	Part-time instructor from the General Studies Department	
Music Instructor (Professor of Music)	D.M.A.; two or more years of experience teaching elementary school children	Choir Director, Part-time	
Instructor in Health and PE (Assistant Professor)	Master's Degree Plus in PE and Health	Part-time instructor from the PE department	

1.5.2. Qualifications and Enumeration of New Faculty Members

The staffing pattern calls for the filling of three doctoral level positions. The first one is to be filled in Year One, and the other two, in Year Two.

The first one is the Coordinator of Field Experiences who is responsible for the placement of all candidates undergoing field experiences, including student teachers. This person will also serve as an assistant to the Chairperson/Director of Teacher Education and is to be hired in Year One of operation. In addition to teaching, this individual will work with the schools in establishing contracts for field experiences, recruiting high school students to the program, and placing pre-candidates and candidates in clinical settings. The Coordinator of Field Experiences needs to have had experience in the supervision of people. Depending on experience, the individual will have the rank of Assistant Professor or Associate Professor.

The two doctoral level positions to be filled in Year Two of the program include one for a specialist in mathematics and science and one for a specialist in elementary education curriculum, portfolio development, and special topics in education.

These three instructors must have had two or more years of experience teaching elementary school children and be certifiable in elementary education by the South Carolina State Department of Education. They must also have had ADEPT training according to the latest South Carolina model.

Although salaries will vary according to experience and rank, Voorhees College offers a range of $30,000 to $40,000 for assistant professors and $41,000-$50,000 for associate professors. The College offers the usual benefits offered by most colleges and universities.

2.5.3. Changes in the Assignment of Existing Faculty Members

Faculty members from various divisions will assist the Division of Education in the delivery of instruction. Two instructors in General Studies are qualified for dual appointments. Both instructors are reading/language arts specialists. As the need arises, the technology instructor, art instructor, and music instructor will teach one course apiece in the Division of Education as part of their regular course loads. The majority of courses in the curriculum are to be taught by faculty who are full time employees of the College.

2.5.4. Faculty Development

The College has set aside funds for faculty development. The first priority for the Division of Education is to train faculty with the updated version of ADEPT. The second priority is re-certification for the Coordinator of Field Experiences, the Reading/Language Arts Specialists, and the Mathematics/Science Specialists in elementary education by the South Carolina Department of Education if their certifications have expired. Other priorities that follow include payment of dues to professional organizations and travel to professional meetings. The College offers training in the use of computers for the elaboration of on-line course syllabi, the posting of assignments for students, and for recording attendance and grades.

Other faculty development activities will take place as the result of faculty evaluation. The College has a rather elaborate faculty evaluation system that includes self-evaluation. When a supervisor or an instructor perceives the need for improvement in a particular area, the perceived weakness becomes part of the faculty development plan, enabling the given instructor to improve in the area or areas of weakness.

2.5.5. Institutional Definition of Full Time Equivalents (FTE) and the Table of Headcount for Administrators, Faculty, and Staff

The College definition of full time equivalent refers to a person who teaches 12 to 15 hours per week per semester. Because of the need to supervise field experiences in schools, full time equivalence for education faculty members will be limited to 12 hours per week per semester. After the first year, the Chairperson/Director of Teacher Education will teach one course per semester. Table 13 shows the projected headcount for administrators, instructors, and staff for the first five years.

Table 13. Projected Full-Time Equivalents for Administrators, Instructors, and Staff over 5 Years

	Administrators FTE	Staff FTE	Instructors FTE
Year 1	1.50	1	.17
Year 2	1.25	2	1.25
Year 3	1.25	2	3.25
Year 4	1.25	2	4.50
Year 5	1.25	2	6.50

2.6. Physical Plant

The Division of Education is housed in the Matthew Golson Humanities, Education, and Fine Arts Building. The Curriculum Laboratory is located in Room 127 of this building. The structure has classroom and office space to accommodate the Elementary Education Program.

2.7. Equipment and Materials

The Curriculum Laboratory has two computers, monitors, and printers for students to use for their assignments, lesson plans, and portfolios. Adjacent to the Curriculum Laboratory is an electronic classroom. Also, in a nearby building there is a computer laboratory available for students in the Elementary Education Program.

The largest expense in regard to equipment and materials is for updating the elementary textbooks in the curriculum laboratory. The College has set aside $3,000 per year for five years to update textbooks, computer programs, and other instructional materials.

2.8. Library Resources

The primary objective of the Wright-Potts Library is to provide the necessary resources and services to support the educational mission of the College. Efforts are made by the library staff to implement the objectives of the College by making books and other relevant resources available to supplement and enrich the curriculum, to provide for independent study and research, and to encourage a lifelong habit of reading for cultural enrichment and personal growth.
The library has adequate resources available to support the impending Elementary Education program. These resources are provided in a combination of print and electronic formats, the latter of which is being viewed as a proviso for optimal accessibility and utilization. The comprehensive collections consist of approximately 111,000 print titles, 32,848 electronic titles (e-books), 231 current journals, and 494 electronic serial titles that are provided through Journal Storage (JSTOR). Additionally, there are more than 1,500 varied audio and/or video resources, and 44 electronic subscriptions that provide access to several hundred genre-specific and generalized databases. The available resources cover historical and current research and trends. They provide significant information on educational issues in general, and issues specific to elementary education among these holdings, more than 2,000 titles, in both print and

electronic format, are relevant to the support of an education program. There is also an innumerable wealth of current, relatable information that can be found within the databases mentioned above. A premier education resource tool, the ERIC (Education Resources Information Center) database may be accessed through the First Search subscription. Additional relevant resources are housed in the Curriculum Laboratory, a room designated specifically for the Teacher Education Program.

Resource-sharing, among academic libraries, is a professionally acceptable and commonly-used practice. This process is facilitated through interlibrary loans or direct access to and utilization of resources from various libraries. The Voorhees College library participates in several consortia, through which options for sharing materials have been greatly expanded. The PASCAL (Partnership among South Carolina's Academic Libraries) consortium gives students and faculty access to resources at more than 55 College and university libraries throughout the State, thus providing a significant capacity to access additional materials to support a Teacher Education program here at Voorhees College. The online catalog and listings of electronic resources may be found on the homepage of the Wright-Potts Library, which is accessible from the specified link on the College Website

2.9. Articulation

The Elementary Education Program has no articulation agreements with other institutions. However, Voorhees College accepts courses from the Technical Educational System on a course by course basis.

2.10. Institutional Approvals

This document has been reviewed by a number of entities at Voorhees College. Each body was given the opportunity to make suggestions that were incorporated into it. A representative from each body signed the proposal.

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Teacher Education Committee

_____

Academic Affairs Council

_____

Faculty Senate

_____

Office of the President

_____

Board of Trustees

3.0 SOUTH CAROLINA DEPARTMENT OF EDUCATION REQUIREMENTS

3.1 Description of the Ways in which the New Program Meets ADEPT Standards

The Elementary Education Program at Voorhees College meets the requirements of the South Carolina Department of Education in regard to ADEPT. A listing of activities follows that explains the ways the Division of Education implements the requirements. It:

1. Trains faculty regarding the revised model of ADEPT;
2. Aligns objectives in the education courses with the ADEPT standards;
3. Uses evaluation instruments in field experiences that measure according to ADEPT standards;
4. Places student teachers with teachers who have ADEPT training;
5. Requires an orientation session on the ADEPT model before student teaching can take place;
6. Requires candidates to develop a portfolio according to the ADEPT model;
7. Requires formulation of a unit (long-range planning) and lesson plans (short-range planning) when teaching during student teaching;
8. Requires candidates to prepare Teacher Work Samples during student teaching to determine the impact of teaching on learning;
9. Requires six classroom observations (3 by the College supervisor and 3 by the cooperating teacher) for formative evaluation using the ADEPT instrument;
10. Requires feedback sessions with candidates on the results of formative evaluation;
11. Requires both the cooperating teacher and the College supervisor to evaluate candidates for summative evaluation and provide feedback during exit interviews;
12. Prepares an annual ADEPT plan for the South Carolina Department of Education;
13. Assesses graduates of the program after one year of teaching to identify strengths and weaknesses in the program in regard to ADEPT and
14. Makes improvements in the program from follow-up data in order to eliminate identified weaknesses.

The total Elementary Education curriculum has alignment with the ADEPT performance standards as well as South Carolina's EEDA and national ACEI Performance Standards. Table 14 gives a listing of course objectives with their alignment.

Table 14. Course Objectives with ADEPT, EEDA, ACEI Alignment

EDU 100		
		1. Identify the characteristics of highly qualified teachers. (APS 1-10)
		2. Describe the hidden curriculum, the culture that is reflected in the hidden curriculum, and message this curriculum sends to students from diverse backgrounds. (APS 4)
		3. Identify teaching practices that are culturally relevant. (APS 4; ACEI 3.2)
		4. Explain how students' learning is influenced by individual experiences, talents, and prior as well as language, family, and culture. (APS4; ACEI 3.2)
		5. Describe how exceptionally, culture, racial, socio-economic, sexual orientation, and gende differences can affect communication in the classroom. (APS 4; ACEI 3.2)
		6. Describe the influence if classroom practices on motivation. (APS 4; ACEI 1.0)
		7. Discuss the importance of diversity, equality, and social justice in delivering high-quality Education to all students. (ACEI 3.2)
		8. Describe the organizational structure of schools, school districts, and the authority relationships among schools, communities, states, and the federal government.
		9. Describe how school systems are funded, organized, and operate.
		10. Describe how elementary schools are organized and operate.
		11. Describe the relationship of teachers to their principal and how the responsibilities of the principal relate to those of the superintendent and the school board.
		12. Recognize good discipline practices.
		13. Explain the way in which standards influence accountability in the teaching and learning process.
		14. Discuss the role of technology in education.
		15. Analyze the different uses of computers for the classroom.

		Field Experiences I	1. Observe the behavior of both students and teachers in the classroom setting.
			2. Explore the work of schools and the communities they serve.
			3. Seek information pertaining to inclusion, social inequality, and student differences.
			4. Become acquainted with career options available to professional educators. (EEDA 1)
			5. Perform paraprofessional duties (making materials, reproduction of materials, and correction papers with a key. (EEDA 1)
			6. Read stories and lead games in the classroom or playground.
			7. Show an interest in students while observing. (APS 7; ACEI 3.5)
			8. Demonstrate positive interpersonal relationships. (ACEI 3.5)
			9. Seek opportunities (conferences, workshops, etc.) to grow professionally. (APS 10; ACEI 5.1)
			10. Demonstrate appropriate ethical and professional behavior. (APS 10; ACEI 5.1)
EDU 230		**History and Philosophy of Education (3 Credit Hours)**	1. Demonstrate an understanding of the various philosophers and philosophic traditions related to schooling.
			2. Describe the history of schooling in the United States.
			3. Articulate major controversial issues and trends in schooling in the United States. (
			4. Articulate the effect of school law upon teaching practices. (ACEI 3.1)
			5. Describe the Code of Ethics for the teaching profession. (APS 10; ACEI 5.1)
			6. Articulate the purposes of schooling.
			7. Examine how educational theory can be used to make decisions about the conduct of classroom teaching in a school system. (APS 9)
			8. Engage in informed discussion on some of the significant individuals, practices, and ideas in the history of education and explain how various educational philosophies relate to the historical-political-economic-cultural milieus in which they originated. (ACEI 3.1, 3.2)
			9. Reflect upon educational issues from an informed perspective. (ACEI 5.1))
			10. Initiate personal professional working portfolio in accordance with college regulations and procedures. (APS 10; ACEI 5.1)
			11. Construct a personal educational philosophy/philosophy of teaching; articulating why you believe what you do and why you hold the values that you act upon. (APS 10; EEDA 1; ACEI 5.1))
EDU 232		**Technology in the Classroom (3 Credit Hours)**	1. Identify capabilities and limitations different forms of carious media commonly used in the classroom.
			2. Describe the physical characteristic, advantages, limitations, and instructional applications if each of the media and technology.
			3. Discuss the implications of recent trends in education for the future use of various forms of technology and media.
			4. Explain how technology may be used in an elementary classroom.
			5. Design instruction using technology based upon knowledge of the disciplines, the community, and ADEPT standards. (APS 3; ACEI 3.1)
			6. Use search engine and world-wide technology that make content meaningful to students.
			7. Create learning experiences with technology that make content meaningful to students. (ACEI 3.1)
			8. Deliver a presentation utilizing appropriate techniques, instructional technology, and media and evaluate presentations by others in regard to their use of technology and media.
			9. Demonstrate simple production processes used to prepare materials such as Power Point slides, overhead transparencies, and audiotapes.
			10. Set up and operate the equipment used to prepare, present, or preserve instructional material including the following: die cut, laminator, overhead projector/document camera, digital camera, scanner, video camera, LCD projector, and video recorder (for recording and playback).
			11. Adapt instruction for diverse learners using technology. (APS 7; ACEI 3.2)
			12. Demonstrate a positive attitude toward instructional technology and media by utilizing them more often in teaching by using them more effectively, and by changing subsequent use on the basis of evaluation of instruction.
EDU 234		**Human Growth and Development/ Field Experience**	1. Demonstrate an understanding of knowledge and concepts related to human growth and development on tests and final examination. (APS 6; ACEI 1)
			2. Make a PowerPoint presentation with a peer from information gathered from the Internet or data source in the library. (EEDA 6 ; ACEI 1, 5.2)

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		II **(3 Credit Hours)**	3. Develop sensitivity to various ethnic groups by interviewing three mothers or fathers from various countries about their childrearing practices using a structured interview format. (APS 10; EEDA 5; ACEI 5.2) 4. Demonstrate knowledge of agencies in the community for referral for services related to physical, mental, social, or emotional problems. (APS 10; EEDA 7; ACEI 5.2) 5. Write an observation process report (case study) after observing and examining records of one special education student in an elementary school. (EEDA 5; ACEI 5.2) 6. Identify and describe developmental problems and issues in the classroom from classroom observations. (EEDA 5; ACEI 1, 3.2) 7. React to four journal articles dealing with growth and development. (ACEI 1) 8. Match materials and activities to the developmental level of children in the clinical setting. (APS 3; ACEI 1.0;) 9. Demonstrate the use of books for bibliotherapy to solve children's personal problems. (APS 8; ACEI 1, 3.2) 10. Participate in professional meetings sponsored by the Division of Education and other educational organizations to gain knowledge about human development. (APS 10; ACEI 5.1) 11. Reflect on observed practices in the Field Experience setting by writing a reflective statement. APS 10; ACEI 5.1) 12. Participate in role-playing exercises for parent/teacher conferences. (APS 10; ACEI 5.2) 13. Demonstrate the attitude that all children can learn. (APS 4; EEDA7; ACEI 3.2)
		Field **Experiences II**	1. Observe in the classroom, paying particular attention to children with disabilities and problems of behavior. 2. Identify special education children along with their exceptionalities. (ACEI 1.0) 3. Observe different growth patterns in children from various ethnic groups. (ACEI 1.0) 4. Perform paraprofessional duties such as making copies, correcting papers using a key, and making instructional materials. 5. Conduct an in-depth case study of one child. (ACEI 1.0) 6. Make a list of observed behavioral problems. (APS 9) 7. Demonstrate appropriate ethical and professional behavior. (APS 10; ACEI 5.1) 8. Demonstrate positive interpersonal relationships. (ACEI 3.5) 9. Make conversation with at least 10 students per visit. (APS 7; ACEI 3.5) 10. Seek ways to make the classroom an inviting place in which to be.
EDU 235	**Literature for** **Children** **(3Credit Hours)**		1. Articulate the role of literature in helping children develop cognitively, socially and personally. (ACEI 2.1; APS 6) 2. Articulate the role of literature in helping children develop language. (ACEI 1.0) 3. Identify the great wealth of literature available for present day children with a focus on authors and topics of diversity. (ACEI 2.1, 3.2; APS 6) 4. Define and applies the criteria for the evaluating the literature and artistic quality of literature read by children, with specific knowledge of the characteristics and criteria for the Newberry, Caldecott, and international awards (ACEI 2.1; APS 6) 5. Differentiate between different types of children's genres by identifying the characteristics and criteria for each. Genres include picture books, traditional literature, modern fantasy, poetry, contemporary realistic fiction, historical fiction , and biographies (ACEI 2.1; APS 6) 6. Identify major local, national and international authors and illustrators of children's books (ACEI 2.1; APS 6) 7. Identify techniques to help children develop a positive attitude toward reading. (ACEI 3.4; APS 8) 8. Strategize ways to incorporate the different children's genres into classroom learning. (ACEI 3.1; APS 5-6) 9. Select literature that is appropriate for different age levels. (ACEI 1.0) 10. Demonstrate book-talk, read aloud, and use of multimedia techniques. (ACEI 3.1; APS 5-6) 11. Use the internet to find appropriate classroom activities with books. (ACEI 2.1) 12. Demonstrate their own abilities as reflective decision makers, actively engaged in their own continual learning techniques. (ACEI 5.1)
EDU 329	**Introduction to** **Exceptional** **Children** **(3 Credit Hours)**		1. Demonstrate an understanding of the legislation (ADA, IDEA, Section 504 of the Rehabilitation Services Act), and litigation issues (past and present) related to mandated programs and services for students with disabilities. (ACEI 3.1)

		2. Demonstrate an understanding of the characteristics of various exceptionalities. (ACEI 3.2)
		3. Demonstrate understanding of the roles the school district/building administrators, parents, regular and the special education teacher, school support staff, and community agencies in identification and planning an appropriate program for students with disabilities. (ACEI 3.1)
		4. Demonstrate an understanding of assessment techniques and instructional strategies that have proven to be effective in programs for students with disabilities. (ACEI 3.2, 4.0)
		5. Demonstrate knowledge of the characteristics and etiologies of process for determining which is the most appropriate for individual students. (ACEI 3.1)
		6. Demonstrate an understanding of the use of assistive technology to meet the special needs of children and youth.(APS 5;ACEI 3.2; EEDA 7)
		7. Demonstrate sensitivity to exceptional children. (APS 10; ACEI 5.1)
		8. Assess national and local educational policy for symptoms of institutional and systemic inequities such as racism, sexism, and classism and their implications for special education. (ACEI 3.1)
		9. Write IEPs for students from test data and other information. (APS 3,5; ACEI 4.0)
		10. Use strategies that differentiates instruction for various exceptionalities.(APS 5; ACEI 3.2; EEDA 7)
		11. Analyze research related to special education in reflective writings. (APS 10; ACEI 5.1)
EDU 330	**Art for Children** **(2 Credit Hours)**	1. Distinguish and make connections between art study and art experiences. (APS 6; EEDA 5; ACEI 2.5)
		2. Understand that student competence at a basic level serves as the foundation for advanced work. (APS 4; EEDA 5; ACEI 2.5)
		3. Plan with art specialists for children and youth through use of a variety of developmentally appropriate experiences with varied approaches to demonstrate knowledge, construction, and application in all disciplines. (APS 5; EEDA 7; ACEI 2.5)
		4. Communicate at a basic level in the discipline using the basic vocabulary, materials, tools, techniques, and thinking processes. (APS 6; EEDA 5; ACEI 2.5)
		5. Develops and presents basic analyses of works of visual art from structural, historical, and cultural perspectives. (APS 6; EEDA 5; ACEI 2.5)
		6. Demonstrate the ability to identify and appreciate quality visual art from a variety of cultures and historical periods. (APS 10; ACEI 2.5)
		7. Relate learning styles and multiple intelligences with the integration of art within and across disciplines to create lessons that reach diverse populations with special needs. (APS 8; EEDA 5; ACEI 2.5)
		8. Plan and develop a unit integrating the arts into the curriculum using a variety of strategies to encourage the physical, social, emotional, aesthetic, cognitive, and language growth and development. (APS 1; EEDA 5; ACEI 2.5)
		9. Encourage study and participation leading to appreciation and competence. (APS 10; ACEI 2.5)
EDU 331	**Music for Children** **(2Credit Hours)**	1. Recognize and demonstrate examples of rhythm, melody, harmony, form, tone color and expressive qualities. (APS 6; ACEI 2.5)
		2. Recognize and define various musical terms (steady beat, quarter note, rest, repeat, etc.). (APS 6; ACEI 2.5)
		3. Integrate music within other disciplines by playing recorded music of folksongs and nursery rhymes on DVD's, CD's and singing. (APS 6; EEDA 5; ACEI 2.5)
		4. Recognize, sing, perform (with other instruments) and move to simple rhythms and melodies. (APS 6; EEDA 5; ACEI 2.5)
		5. Prepare lesson plans that will instruct students to respond to different genres of music through movement and art to express their individual interpretations. APS 6 ; EEDA 7; ACEI 2.5)
		6. Instruct the students to move to the beat as instructed or through creativity. (EEDA 5)
		7. Instruct the students to create their individual interpretation of a song through dramatic expression, movement or drawings. (APS 5; ACEI 2.5)
		8. Instruct the students to listen to different genres of music from different cultures and share their feelings on what was heard. (EEDA 7; ACEI 2.5)

		9. Demonstrate different genres of music with the use of various instruments (voice or percussion instruments) and electronic devices (CD player, DVD player etc.). (EEDA 7; ACEI 2.5) 10. Recognize, sing, perform (with other instruments) and move to simple rhythms and melodies. (APS 5; EEDA 5; ACEI 2.5) 11. Deliver instruction with a positive attitude, kindness, a love of learning and a love of teaching. (APS 10; ACEI 2.5)
EDU 332	**Elementary School Curriculum (3 Credit Hours)**	1. Develop an awareness of curriculum standards. (APS 6; ACEI 3.1) 2. Identify pedagogy and process of inquiry central to teaching subject areas. (APS 5; ACEI 3.3) 3. Recognize the relationship between developmental levels and complexity of materials. APS 5; EEDA 7; ACEI 1.0) 4. Articulate the interrelationship of curriculum, instruction, and assessment. (APS 3; ACEI 2.1-2.7; 4.0) 5. Explore the array of possible diversities among students and implement a study of instructional approaches to address these diversities in the classroom setting. (APS 5; EEDA 7) 6. Reflect on their experiences and learning about the elementary curriculum and teaching to escalate their personal growth as individuals. (APS 10; ACEI 5.1) 7. Working in cooperative leaning groups, develop an organizational plan for an elementary school. (APS 1-3; EEDA 6; ACEI 2.1-2.7) 8. Develop the skill of long-range (unit) planning and short-range (lesson plan) planning. (APS 1, 2; ACEI 1-5) 9. Create a school or classroom related newsletter. (APS 10, EEDA 5) 10. Make a PowerPoint presentation to classmates giving the pros and cons of one instructional technique. 11. Demonstrate an open mind to alternative curriculum designs, strategies of instruction, and assessment procedures. (EEDA 5) 12. Respect and value all students and their diverse talents and abilities. (APS 10; EEDA 7; ACEI 5.1) 13. Is committed to and demonstrates high ethical and professional values in their relationship with others. (APS 10; ACEI 5.1) 14. Reflect critically and systematically on the effects of decisions and actions to improve practice. (APS10; ACEI 5.1)
EDU 333	**Health and PE for Elementary School (3Credit Hours)**	1. Discuss health literacy skills needed by elementary school students. (ACEI 2.6) 2. Demonstrate knowledge and understanding of major health issues. (ACEI 2.6-2.7) 3. Differentiate between skill-related and health-related physical fitness.(ACEI 2.6-2.7) 4. Describe the growth and development of elementary school children. (ACEI 1.0) 5. Demonstrate an understanding of physical development and realize their importance in the curriculum in grades 2-6. (ACEI 1.0; ACEI 2.7) 6. Articulate the importance of physical activity. (ACEI 2.7) 7. Develop plans using various teaching styles and the best time to use each style to increase student learning. ACEI 3.2; APS3) 8. Select learning experiences that reflect the growth and level of development of children. (ACEI 2.7, 3.1) 9. Adapt physical activities to meet the needs of the exceptional child. (ACEI 2.7, 3.2; APS 5; EEDA 5) 10. Utilize technology to access health and physical education resources. (ACEI 1.0, 2.6) 11. Assist students in understanding the benefits of a healthy lifestyle. (ACEI 1.0, 2.6;) 12. Integrate physical activities into academic content. (ACEI 2.7, 3.1; APS 6; EEDA 5) 13. Demonstrate knowledge of safety issues on playgrounds. (ACEI 3.1) 14. Develop and utilize a positive philosophy of health and physical education. (ACEI 5.1; APS 10) 15. Develop a coordinated Health Plan for an elementary class.(ACEI 1.0, 2.6- 2.7)
EDU 334	**Social Studies for the Elementary School Teacher/Service Learning**	1. Describe the scope and sequence of the elementary social studies curriculum. (ACEI 2.4) 2. Demonstrate appropriate content knowledge about the disciplines that make up social studies curriculum (civics, economics, history, geography, and the social sciences). (ACEI 2.4) 3. Identify the developmental progression of social studies from the individual to the

		(3 Credit Hours)	nation: self and family, home and school, neighborhoods, communities, state, nation. (ACEI 2.4)

4. Identify local and national traditions. (ACEI 2.4)
5. Identify geographic concepts and how they can be integrated including: map, globe, and chart skills as well as environmental issues and concerns.
6. Identify basic economic concepts including: supply and demand, interdependence/international trade, limited resources-resource allocation, opportunity cost, economic systems, industrial technology, and commercial and subsistence agriculture. (ACEI 2.4)
7. Demonstrate a knowledge and understanding of physical, regional, and cultural geography and their effects on the relationship between people and their environments. (ACEI 2.4)
8. Explain how current events, newspapers, field trips, and news magazines can be utilized to teach social studies concepts. (ACEI 2.4)
9. Examine instructional strategies that are appropriate for teaching the social studies including cooperative/collaborative learning, process approach, social inquiry, active research and simulations. (ACEI 3.1; EEDA 6)
10. Explore strategies for teaching about the world of work, careers and economic concepts. (EEDA 4)
11. Use and apply the social studies standards appropriately (ACEI 2.4)
12. Create meaningful learning experiences that develop students' competence in social studies for various developmental levels. (ACEI 2.4, 3.1)
13. Select instructional materials appropriate for teaching social studies. (ACEI 2.4, 3.1; APS 2)
14. Identify trade books that help students develop social studies concepts. (ACEI 4.0; APS 3)
15. Demonstrate knowledge and understanding of various assessment strategies. (ACEI 4.0; APS3)
16. Demonstrate innovative uses of technology in social studies classrooms. (ACEI 3.5; APS 6)
17. Demonstrate the concept of cooperative learning and how this approach can be used to teach social studies. (ACEI 2.4,3.5; EEDA 5)
18. Demonstrate how community resources can be used to teach social studies. (ACEI 2.4, 3.1)
19. Model the promotion of the basic principles of being a citizen as vital to the development of responsible members of society by promoting an understanding of character development, including: responsibility, integrity, self-discipline, caring, respect, perseverance, courage, and citizenship by participating in service learning activities. (ACEI 5.1, 5.2; APS 10)
20. Model professional skills. (ACEI 5.1, 5.2; APS 10)

| EDU 335 | **Teaching Reading in the Elementary School/Field Experience III (3 Credit Hours)** | 1. Understand the process of reading as interactive involving reader, text, and contextual factors. (ACEI 2.1; APS 6)
2. Explain the components of a complete literacy program. (ACEI 2.1; APS 6)
3. Analyze language at the phoneme, syllable, grapheme, and morpheme levels. (ACEI 2.1; APS 6)
4. Demonstrate knowledge of the content of word identification (i.e. sight vocabulary, phonics, structural analysis, and context). (ACEI 2.1; APS 6)
5. Cite the stages of literacy development and how to adapt to needs of pupils in a multicultural classroom. (ACEI 2.1; APS 6; EEDA 1)
6. Explain the principles and practices of vocabulary development: fluency; comprehension strategy instruction; and comprehension monitoring. (ACEI 3.2; APS 7)
7. Cite research-based characteristics of an effective reading teacher. (ACEI 5.1; APS 10)
8. Cite the components of fostering reading comprehension. (ACEI 2.1; APS 3)
9. Compare the various methods of grouping children for reading instruction. (ACEI 3.5)
10. Cite the advantages of integrating reading with the other language arts. (ACEI 3.1)
11. Use various approaches (prescriptive, basal, language experience, and writing process) to teach reading. (ACEI 2.1; APS 6)
12. Organize an effective classroom for teaching of reading by using learning centers, cooperative learning, direct instruction, and individualized instruction. (ACEI 3.3; APS 5; EEDA 6)
13. Plan instruction in reading for linguistic, cultural, and cognitive diversities. (ACEI 3.1; APS 2; EEDA 7)
14. Evaluate reading instruction of their own and of their peers in role- playing situations, live observation, and on video in order to improve their own effectiveness with students. (ACEI 5.1)
15. Apply theory and research particularly phoneme awareness, syntax, semantics, phonics, fluency, and meaning-based strategies, to help readers recognize works in print and identify and explain the impact on reading instruction. (ACEI 2.1; APS6)
16. Teach students in small groups a specific phonemic, decoding, and comprehension skill. (ACEI 2.1, 3.1; APS 7)
17. Adapt a lesson to the needs of pupils in a multicultural classroom. (ACEI 3.2; APS 7; EEDA 7)
18. Select and evaluate instructional materials, including literacy software. (ACEI 3.5; APS 2)
19. Demonstrate a reflective attitude and a feeling of confidence toward the teaching of reading. (ACEI 5.1; APS 10) |
| | **Field Experiences III** | 1. Suggest appropriate library books for children to read. (APS 6; ACEI 2.1)
2. Read stories of interest for given age groups. (APS 6; EEDA 7; ACEI 2.1)
3. Prepare lesson plans for teaching small groups of children. (APS 4, 7; ACEI 2.1, 4.0)
4. Construct teaching materials for the lessons he or she planned. (APS 3; EEDA 7; ACEI 3.1, 3.2)
5. Assist students with the operation of technology.
6. Tutor or teach small groups of students in reading. (APS 3,4,7,8; ACEI 2.1, 3.3)
7. Use a variety of instructional strategies to the development of students' critical thinking, problem solving, and performance skills. (APS 5; EEDA 5; ACEI 3.1, 3.3)
8. Practice effective verbal, nonverbal, and media communication techniques. (ACEI 3.5)
9. Seek opportunities to grow professionally through reading professional materials. (APS 10; ACEI 5.1)
10. Utilize self-assessment and reflection to improve practice (APS 10; ACEI 5.1)
11. Demonstrate appropriate ethical and professional behavior. (APS 10; ACEI 5.1) |

EDU 336	**Mathematics for the Elementary School/Field Experience IV (3 Credit Hours)**	1. Demonstrate an understanding of important mathematical concepts at the elementary level including patterns, number sense, place value, geometry, measurement, rational numbers, problem solving, estimation, and statistics. (APS 6; ACEI 2.3)
		2. Demonstrate an understanding of the changing nature of school mathematics, its relationship to other schools, subjects, and its applications in society. (APS 6; ACEI 2.3)
		3. Demonstrate knowledge of student's beliefs about mathematics (What is mathematics? What does it mean to learn mathematics?). (APT 7; EEDA 4; ACEI 2.3)
		4. Demonstrate knowledge of appropriate learning theories and their implications for teaching mathematics at the elementary level. (APS 5; EEDA 5; ACEI 2.3)
		5. Demonstrate understanding of the nature of and differences between conceptual and procedural knowledge in mathematics and the implications for teaching and student learning. APS 5; ACEI 2.3)
		6. Demonstrate knowledge of a variety of basal and supplementary mathematics curriculum materials to support teaching and learning mathematics at the elementary level. (APS 6; ACEI 2.3)
		7. Demonstrate knowledge of the structure and sequencing of mathematics curriculum as outlined in national, state, and local mathematics curricular standards. (APS 6; ACEI 2.3)
		8. Demonstrate an understanding of the philosophy of teaching mathematics as outlined in the standards documents of the National Council of Teachers of Mathematics. APS 5; ACEI 2.3)
		9. Demonstrate the ability to attach mathematical notation models and language to elementary students' ideas. (APS 6; ACEI 2.3)
		10. Demonstrate the ability to recognize and formulate mathematical problems from everyday situations. (APS 4; ACEI 2.3)
		11. Demonstrate the ability to identify, select, and evaluate worthwhile mathematical tasks and activities (those which stimulate and challenge students to explore and discover new mathematical ideas) including those that integrate mathematics with other discipline areas. (APS 3; EEDA 7; ACEI 2.3)
		12. Demonstrate the ability to locate and evaluate information for use in the classrooms from the Internet and other resources such as textbooks, resource books, lesson plans, newspaper and journal articles, and unit plans. (APS 3; ACEI 2.3)
		13. Recognize and value each student's mathematical ideas and strategies. (APS 10; EEDA 7; ACEI 2.3, 5.1)
		14. Show a positive attitude toward careers in mathematics. (APS 10; ACEI 5.1; EEDA)
		15. Develop the habit of using mathematical data in decision-making. (APS 10; ACEI 5.1)
		16. Believe that children can perform in mathematics regardless of gender and race. (APS 4; EEDA 7; ACEI 3.2)
		17. Reflect on the effects of one's teaching on the children's learning in order to improve the teaching of mathematics. (APS 10; ACEI 5.1)
	Field Experiences IV	1. Prepare mathematics lesson plans with assessment tools for a small group.(APS 2, 3; ACEI 1.0, 2.3,3.2)
		2. Examine mathematics books to understand the meaning of units. (APS 3; ACEI, 2.3)
		3. Examine the functioning level of students to match lesson plans with this level. (APS 2; ACEI 1.0, 3.2)
		4. Utilize technology effectively. (APS 5; EEDA 5; ACEI 3.5)
		5. Formulate objectives to achieve specified learning outcomes. (APS 2, 3; ACEI 4.0)
		6. Teach a lesson to a small group of students. (APS 5, 6 7; ACEI 2.3, 3.3, 3.4)
		7. Make an analysis of errors using assessment data. (APS 3; ACEI 4.0)
		8. Assist with record keeping and the management of the classroom. (APS 9)
		9. Present a PowerPoint presentation to a whole class of students. (APS 5; ACEI 3.1)
		10. Use positive language with students when discussing errors in work. (APS 7,8; ACEI 3.5)
		11. Demonstrate appropriate ethical and professional behavior. (APS 10; ACEI 5.1)
		12. Seek opportunities to grow professionally in mathematics. (APS 10; ACEI 5.1)
EDU 337	**Science for the Elementary School Teacher (3 Credit Hours)**	1. Demonstrate an understanding of important concepts of the physical, life, earth/space, and physical sciences. (ACEI 2.1; APS 6)
		2. Demonstrate knowledge of the goals and objectives for science in the elementary grades. (ACEI 2.1; APS6)
		3. Demonstrate knowledge of the scientific inquiry process. (ACEI 2.1; APS 6)

		4. Identify the characteristics of a safe classroom when performing classroom experiences. (ACEI 2.1; APS 6)
		5. Write science learning objectives in the various taxonomies addressing SC grades 2-6 standards. (ACEI 2.2; APS 2)
		6. Demonstrate how to plan and implement hands-on, minds-on inquiry based science lessons that are developmentally appropriate, meet the needs of diverse learners, embed state standards, and develop and maintain a safe and positive learning environment. (ACEI 2.2; APS 2; EEDA 5)
		7. Demonstrate the ability to plan instructional activities that integrate science across curricular areas in an interdisciplinary unit plan. (ACEI 3.1; APS 2)
		8. Select and use media and other instructional aids and resources in the implementation of instruction. (ACEI 3.1; APS 6)
		9. Collect a variety of activities for future use in classrooms. ACEI 2.1; APS 2)
		10. Identify and demonstrate appropriate assessments assessing science performance or learning. (ACEI 4.0; APS 3)
		11. Examine personal beliefs and attitudes about learning and teaching and reflect on their relationship to science. (ACEI 5.1; APS 10)
		12. Model professional and ethical behavior. (ACEI 5.2; APS10)
EDU 338	**Language Arts in Elementary School** (3 Credit Hours)	1. Define the language arts components. (ACEI 2.1; APS 6)
		2. Match language development with an appropriate instructional level for both receptive and expressive language. (ACEI 1.0)
		3. Demonstrate a firm understanding of phonic rules, spelling rules, punctuation rules, and of what constitutes good writing. ACEI 2.1; APS6)
		4. Describe an effective process of writing and spelling instruction. (ACEI 2.1; APS 6)
		5. Identify the stages of the writing process and explain the recursive nature of writing. ACEI 2.1; APS 6)
		6. Demonstrate an awareness and assessment of classroom communication patterns that support as well as inhibit student language learning. (ACEI 1.0; APS7)
		7. Identify components of the language arts, including writing and oral communication, and how they integrate with other content areas of the curriculum. (ACEI 3.1; APS 6).
		8. Apply appropriate technology in language and creative arts instruction (ACEI 3.5; APS 6)
		9. Identify the contribution of home-based language learning to language learning in the elementary school. (ACEI 5.2)
		10. Apply the steps of the writing process and evaluate student writing samples. (ACEI 3.1)
		11. Demonstrate strategies for teaching conventions of oral and written language. (ACEI 2.1; APS6)
		12. Develop theoretically sound plans and materials for language arts instruction (reading, writing, speaking, grammar, and listening) for a heterogeneous group of students. (ACEI 2.1; ACEI 3.1-3.2)
		13. Create a high quality literate environment for the classroom that includes attention to books, electronic-based information sources, and locally created materials. (ACEI 3.5; APS 6)
		14. Create a classroom culture that motivates students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment,

			and insight into the human experience. (ACEI 3.4; APS 8) 15. Design lessons to integrate language arts in content areas (math, science, and social studies. (ACEI 2.1 -2.4: ACEI 3.1; APS 6) 16. Plan and implement instruction based on knowledge of curricular goals and language arts subject matter.(ACEI 2.1; ACEI 3.1;APS 2) 17. Demonstrate strategies that promote reading and writing for personal growth and lifelong learning, enjoyment and insight into the human experience. (ACEI 5.1; APS 10) 18. Demonstrate abilities to think critically, to reason independently and to accept responsibility for self-evaluation and continuing self-instruction. (APS 10; ACEI 5.1) 19. Understand that reflection is an integral part of professional growth and improvement of instruction. (APS10; ACEI 5.1)
EDU 341	**Education Psychology** **(3 Credit Hours)**		1. Demonstrate an understanding of theories of development, including the strengths and weaknesses of each theory. (APS 6; ACEI 1.0) 2. Development knowledge of current theories of learning: behavioral; social; information processing, including technology; and constructivist. (APS 8; ACEI 1.0) 3. Demonstrate an understanding of physical, social, emotional, moral, and cognitive characteristics of the various age groups; preschool and kindergarten, primary grades, elementary grades, junior high, and high school. (APS 6; ACEI 1.0) 4. Differentiate various types of standardized tests. (APS 3; ACEI 4.0) 5. Demonstrate an understanding of exceptional children and their special needs. (APS 8; EEDA 7; ACEI 3.2) 6. Differentiate among the modern theories of intelligence: Wechsler, Sternberg & Gardner. (APS 8; EEDA 5; ACEI 4.0) 7. Demonstrate an understanding of the use of measurement tools, both formal and informal, in the grading process. (APS 3; ACEI 4.0) 8. Recognize the part that classroom management plays in learning. (APS 9;; ACEI 1) 9. Demonstrate skill in writing objectives and test items to match objectives. (APS 2; ACEI 3.1) 10. Design lesson plans utilizing the principles of learning theory, information processing theory, cognitive theory, and a humanistic approach. (APS 2; ACEI 3.1) 11. Demonstrate competency in computing measures of central tendency, standard deviation, and other statistics used in norm-referenced testing. (APS 3; EEDA 5; ACEI 4.0) 12. Demonstrate skill in making test interpretations. (APS 3; ACEI 4.0) 13. Design rubrics for authentic assessment. (APS 7; EEDA 4; ACEI 4.0) 14. Develop skill in reflection. (APS 10; EEDA 5; ACEI 5.1) 15. Develop a personal theory of teaching. (APS 10; ACEI 5.1)
EDU 342	**Classroom Management** **(3 Credit Hours)**		1. Analyze traditional philosophies in regard to current issues and trends in classroom management. (APS 9) 2. Summarize major research findings in the library and on the Web for character education and other assigned topics. (APS 8, 9; EEDA 4; ACEI 5.1) 3. Demonstrate an understanding of childrearing practices in various ethnic groups by interviewing persons from countries other than the United States. (APS 9; EEDA 7; ACEI 3,3) 4. Research the literature on positive multicultural techniques for dealing with children. (APS 7,8,9; EEDA 4,7; ACEI 3.2) 5. Demonstrate an understanding of assessment techniques for teaching in the affective domain. (APS 3; EEDA 5; ACEI 4.0) 6. Demonstrate an understanding of programs for character education, peer mediation, and parent education. (APS 8, 10; EEDA 4, 5, 7; ACEI 5.2) 7. Explore the legal implication of various teacher interventions as they pertain to South Carolina and federal laws. (APS 10; EEDA 5; ACEI 5.1) 8. Evaluate classroom management practice in Grades 2-6 from observations in the classroom during field experience. (APS 8,9; EEDA 6,7; ACEI 4.0) 9. Teach an affective lesson to peers in the classroom. (EEDA 5; ACEI 3.1) 10. Reflect in writing on discipline practices used by cooperating teachers during Field Experience. (APS 8; EEDA 5,7; ACEI 5.1) 11. Design activities for specified age groups that build positive self-images. (APS6;

			EEDA 6,7; ACEI 3.2)
			12. Write a personal philosophy of discipline and management using the outline and rubric attached to the syllabus. (APS 8,9; EEDA 4,5,7; ACEI 5.1)
			13. Make an oral and written book report on one of the pioneers in Classroom Management. (EEDA 5,7; ACEI 5.1)
			14. Use written and oral language to keep the communication among colleagues, students, and parents open. (APS 10; EEDA 7; ACEI 3.5)
			15. Believe that the ultimate purpose of discipline is to teach children self-management. (APS 8,9; EEDA 6,7; ACEI 5.1)
			16. Participate in role playing exercises for peer mediation and parent/teacher conferences. (APS 8,10; EEDA 4,5; ACEI 3.4)
			17. Demonstrate a positive attitude toward the use of technology in teaching and changing behavior. (APS 9; EEDA 5,7; ACEI 5.1)
EDU 344	**Measurement and Evaluation for Teachers (3 Credit Hours)**		1. Demonstrate knowledge of basic concepts of assessment and evaluation: norm-referenced tests, criterion-referenced tests, portfolios, rubrics, formative evaluation, summative evaluation, standard error measurement, percentiles, normal curve equivalency, stanines, measures of central tendency, and measures of variability. (APS 3; ACEI 4.0)
			2. Match accommodation assessment strategies to the needs of various exceptional children. (APS 3; EEDA 9; ACEI 4.0)
			3. Demonstrate knowledge of the relationship between assessment and grading. (APS 3; EEDA 9; ACEI 4.0)
			4. Understand the importance of consulting with others to gather information to identify, address, and promote the development of students with exceptionalities. (APS 10; EEDA 9; ACEI 5.2)
			5. Demonstrate skills in the development of types of authentic assessment tools. (APS 3; EEDA 9; ACEI 4.0)
			6. Develop skills in item writing for various types of objective tests. (APS 3; EEDA 9; ACEI 4.0)
			7. Select appropriate measuring tools for unit objectives from an array of standardized tests, teacher-made tests, and performance strategies. (APS 3; ACEI S4.0)
			8. Evaluate standardized tests for pre-assessments and post-assessments according to appropriateness, validity, reliability, fairness, practicality, and efficiency. (APS 3; ACEI 4.0)
			9. Use evaluation data for decision-making such as planning for instruction and grading. (APS 3; EEDA 6; ACEI 4.0, 5.1)
			10. Use technology to prepare students for assessments, to assess mastery of standards, and to adapt testing for diverse learners. (ACEI 4.0, 5.1)
			11. Interpret standardized test scores for the student and parent. (APS 10; EEDA 6,9; ACEI S5.2)
			12. To demonstrate a positive attitude toward testing, measurement, and evaluation. (APS 10; ACEI 5.1)
			13. Keep abreast of new trends in the measurement and evaluation field by consulting the Internet and other sources for information and observing materials in the clinical settings. (APS 10; ACEI 5.1)
EDU 431	**Diagnostic and Prescriptive Teaching/Field Experience V (3 Credit Hours)**		1. Demonstrate an understanding of formal and informal assessment (ACEI 4.0; APS 3)
			2. Demonstrate an understanding of testing vocabulary. (ACEI 4.0; APS 3)
			3. Identify formal assessment tools in identifying reading difficulties. (ACEI 4.0; APS 3)
			4. Identify informal reading assessment tools in identifying reading difficulties.(ACEI 4.0; APS 3)
			5. Identify causes of reading difficulties. (ACEI 1)
			6. Match instructional strategies to diagnosed reading difficulties. (ACEI 3.2; APS 3)
			7. Use formal and informal assessment strategies and their analyses to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of elementary students. (ACEI 4.0; APS 3)
			8. Interpret standardized test scores and prescribe instructional practices in order to remediate difficulties. (ACEI 4.0; APS 3)
			9. Assess the causes of various reading difficulties among students.(ACEI 4.0; APS 3)
			10. Understand, interpret, analyze, and administer running records, IRIs and other informal reading inventories. (ACEI 4.0; APS 3)
			11. Score and interpret items appropriate for diagnosing a child's strengths and

			deficiencies in mathematics. (ACEI 4.0; APS 3)
		12.	Determine students' weaknesses and strengths by analyzing their work for error patterns in mathematics.(ACEI 4.0; APS 3)
		13.	Use a variety of instructional techniques to correct faulty thinking and replace it with constructive ways of critical thinking and problem solving.(ACEI 3.3; APS 7).
		14.	Demonstrate knowledge of the Teacher Work Sample methodology and develop a plan incorporating contextual factors, learning goals, assessment plan, and design for instruction, instructional decision-making, analysis of student learning, and reflection and self-evaluation from the Teacher Work Sample. (ACEI 3.1, 4.0, 5.1; APS 3,)
		15.	Demonstrate ethical behavior in working with children and the cooperating teacher in the preclinical classroom. (ACEI 5.2; APS 10)
		16.	Demonstrate a positive attitude toward the use of technology in teaching and changing behavior. (ACEI 3.5)
	Field Experiences V	1.	Develop knowledge of standardized instruments used to diagnosing errors in reading and mathematics. (APS 3; ACEI 4.0)
		2.	Develop an awareness of common errors made by most children. (EEDA 7; ACEI 3.2)
		3.	Understand the speech patterns of various ethnic groups.
		4.	Develop an awareness of learning styles. (APS 5; EEDA 7; ACEI 3.1)
		5.	Administer and scores tests. (APS 3; ACEI 4.0)
		6.	Design lesson plans from the assessment data. (APS 2,3,4; ACEI 3.1)
		7.	Construct assessment tools. (APS 3; ACEI 4.0)
		8.	Analyze student learning errors. (APS 3; ACEI 4.0)
		9.	Apply a variety of instructional strategies for the development of student critical thinking, problem solving, and performance skills. (APS 5; EEDA 5; ACEI 3.3)
		10.	Update his or her portfolio, including assessment information (APS 10; ACEI 5.2)
		11.	Foster relationships with colleagues, parents, and educational partners to support student learning and well-being. (APS 10; ACEI 5.2)
		12.	Prepare correspondence to be sent to parents regarding the achievement of students. (APS 10; ACEI 5.2)
		13.	Seek opportunities to grow professionally. (APS 10; ACEI 5.1)
		14.	Utilize self-assessment and reflection to improve practice. (APS 10; ACEI 5.1) Model ethical and professional behavior in the classroom and in the community. (APS 10; ACEI 5.1)
EDU 440	**Special Topics in Elementary Education/ Portfolio Development (3 Credit Hours)**	1.	Demonstrate an understanding of the teaching professional codes of ethical conduct. (APS 10; EDDA 4; ACEI 5.1)
		2.	Demonstrate an in-depth understanding of interrelationships and interdependencies among the various professions and activities that constitute the disciplines, content, and processes of elementary education. (APS 10; ACEI 5.1)
		3.	Work independently on a variety of disciplinary and pedagogical problems and responsibilities by combining their knowledge and skills in human development, curricular, instruction, and assessment. (APS 10; ACEI 5.1)
		4.	Adapt to evolving issues and conditions as time and situations change and make wise decisions according to time, place, and population. (APS 10; ACEI 5.1)
		5.	Use technology-based resources in support of their professional development. (APS 10; ACEI 5.1)
		6.	Seek new sources of current research on teaching and resources of professional learning to continually update the level of their professional practice. (APS 10; ACEI 5.1)
		7.	Develop a systematic process for evaluating the effects of their professional decisions and actions on students, parents, and other professionals and to develop professional improvement plans based on the evaluation results. (APS 10; ACEI 5.1)
		8.	Seek new ways to expand and improve their professional knowledge and practice.(APS 10; ACEI 5.1)
		9.	Establish and maintain a positive, collaborative relationship with families to continuously promote the intellectual, social, emotional, and physical growth of their children. (APS 10; ACEI 5.2)
EDU 442	**Student Teaching/ Field Experiences VI**	1.	Demonstrate knowledge of content in science, social studies, language arts, and mathematics, the arts, health, and physical education for teaching in the elementary school. (APS 6; ACEI 2.1-2.7)

	(12 Credit Hours)	2. Use reflection to guide lesson planning, selection of materials, and the development of assessments for teaching during clinical experience. (APS 6; ACEI 3.1) 3. Demonstrate positive interpersonal skills for working with multi-ethnic students, parents, and colleagues. APS 8; EEDA 7; ACEI 3.2) 4. Demonstrate positive classroom management skills. (APS 9; EEDA 4; ACEI 3.5) 5. Develop a unit of instruction for 4-5 weeks duration and implement it with students in the classroom. (APS 1, 3, 5; ACEI 3.1, 4.0) 6. Develop a teacher work sample to measure the impact of instruction on student learning. (APS 3, 6; ACEI 3.1, 4.0) 7. Value diversity of learners and use their strengths to enhance instruction. (APS 5; EEDA 7) 8. Participate in collegial activities to sustain a productive environment. ACEI 3.2)
	Field Experiences VI	1. Create a long-range plan (unit). (APS1; ACEI 2.1-2.7) 2. Become familiar with the South Carolina Curriculum Standards. (APS 6; ACEI 2.1-2.7) 3. Provide content for learners. (APS 6; ACEI 2.1-2.7) 4. Demonstrate competence in the short range planning of instruction (lesson plans.) (APS 2; ACEI 2.1-2.7, 3.1) 5. Demonstrate competence in the construction and use of assessments. (APS3; ACEI 4.0) 6. Establish and maintains high expectations for learners. (APS 4; ACEI 3.1-3.4) 7. Uses a variety of instructional strategies to facilitate learning. (APS 5; EEDA 7; ACEI 3.1-3.4) 8. Monitor and enhance learning. (APS 7; ACEI 3.1) 9. Develop a teacher work sample. (APS 3; ACEI 3.1; 4.0) 10. Complete the developing portfolio so that it becomes a professional document. (APS 10; ACEI 5.1) Maintain an environment that promotes learning. (APS 8; ACEI 3.4) 12. Manage the classroom environment effectively and efficiently. (APS 8; ACEI 3.4) 13. Fulfill professional responsibilities beyond the classroom. (APS 10; ACEI 5.1,) 14. Demonstrates an effective interpersonal relationship with students, parents, and teacher. (APS 8, 10; ACEI 3.5, 5.2) 15. Model ethical and professional behavior in the classroom and in the community. (APS 10; ACEI 5.1)

2.2. Assessment/Evaluation System

The Voorhees College Unit Assessment Plan is a comprehensive plan for the aggregation of selected assessments. It offers monitoring and management and provides for the improvement of candidate performance as well as program improvement and the improvement of overall unit operations.
The assessment system requires that identified assessments be conducted on a continuous basis both for formative and summative purposes. As one can see, Figure 1 depicts the Unit Assessment Model and Table 15 shows the Program Assessment System. The analysis of the results will be used subsequently to make decisions about students, faculty, programs, and the unit itself.

In addition to the three outcomes and 12 proficiencies in the Voorhees Model, Figure 1 shows the four transition points along the continuum from entry to the Teacher Education program to exit at graduation. The first transition point is application to the Teacher Education program. An applicant applies after 45 hours of General Education courses. Requirements are that the applicant have a 2.5 GPA and passing scores on all three parts (reading, mathematics, and writing) of Praxis I. Other supporting documents include positive recommendations from faculty and acceptable ratings on the pre-admission interview, developing portfolio, and *Dispositions Evaluation*. After acceptance in the program, the next transition point is acceptance for student teaching.

Requirements for acceptance are completion of coursework and field experience in education with a minimum GPA of 2.7; an overall GPA of 2.5,; "C" or better on all education courses; passage of Praxis II examinations, including PLT; and acceptable ratings on the pre-admission interview, developing portfolio, and *Dispositions Evaluation.* **The next transition point is completion of student teaching. Requirements for this phase include at least a "B" on the experience, passage of ADEPT standards, and satisfactory ratings on Teacher Work Sample, professional portfolio, and** *Dispositions Evaluation.* **The last transition point is completion of the program that requires the candidate to have completed all requirements for graduation, participated in the exit interview and survey, and completed forms to request licensure from the South Carolina Department of Education.**

The Assessment System incorporates a number of proficiencies, competencies, and outcomes from various sources. Faculty members aligned these proficiencies, competencies, and outcomes in an effort to insure comprehensiveness and thoroughness in the expectations of candidates and graduates in order to give credibility to the overall assessment plan. As faculty members developed the Conceptual Framework, an alignment between it and the assessment plan was created. The design also reflected State, and ACEI Elementary Education Standards to frame both pedagogical and content proficiencies and expectations (See Table 16). Appendix C 1-5 gives an explanation of the standards from the various professional organizations.

The Assessment and Evaluation System of the Unit determines whether or not candidates/graduates have acquired the learning outcomes of the Unit. Through the assessment process, the Unit can evaluate the success of its aim to facilitate the development of instructional leaders who are committed to meeting the needs of all students. To measure learning outcomes, the Unit has in place internal and external checks on candidate performance and the means for internal and external collection and analysis of unit operational data. The model allows for two types of assessment activities: those that address candidate learning (performance) and those that relate to institutional and unit policy level issues.

As noted above, the main purpose of the Assessment and Evaluation System is to ascertain whether or not graduates are acquiring the Unit's learning outcomes, and, consequently, whether or not the Unit is achieving its overall aim. Candidates who demonstrate unacceptable performance in field experience components (lesson planning, accommodating to diversity, etc.) are first counseled by the professor supervising the experience. The result may include some additional modeling by the professor or by peers. Additionally, the Division Chairperson/Director of Teacher Education or the Coordinator of Field Experience, either in a joint session (with the candidate and the field supervisor), or one-on-one, will counsel the student.

Candidates who demonstrate unacceptable performance in terms of content mastery (not maintaining the minimum 2.5 GPA overall or 2.7 GPA on education courses) are subject to (1) the option of taking a course during the summer to raise their GPA's; (2) suspension from candidacy for one semester or until such time as their GPA's become minimally acceptable; and (3) suspension from participation as a "student" at Voorhees College (Catalog-Academic Policies).

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Figure 1. Unit Assessment System Model for the Division of Education at Voorhees College

Candidates will show growth over time as they develop toward positions of leadership and service in a multicultural, global, and technological society. The knowledge, skills, and dispositions that faculty members believe effective teachers must possess and be able to use are expressed in the Conceptual Framework of the Division of Education. There are four Unit Assessment Points in the model: admission to the Teacher Education Certification Program, acceptance to Professional Student Teaching, completion of Professional Student Teaching, and completion of Program (Graduation). The purposes of the Assessment System are three-fold: *(i)* to inform the candidate as to the expectations of the Division of Education and his or her progress, *(ii)* to inform the Unit as to the candidate's progress, and *(iii)* to inform the Unit evaluation refinement process.

		Novice Level		Competent Level
Conceptual Framework	Unit Assessment Point 1	Unit Assessment Point 2	Unit Assessment Point 3	Unit Assessment Point 4
	Acceptance to Teacher Education Certification Program	Acceptance to Professional Clinical Practice (Student Teaching)	Completion of Clinical Practice (Student Teaching)	Completion of Program (Graduation)
Conceptual Framework Outcomes: **Teacher as Reflective Decision-Maker (Knowledge)** • Scholar • Critical Thinker • Diagnostician • Reflective Thinker **Teacher as Skillful Practitioner (Skills)** • Methodology Specialist • Planner-Long and Short-Range • Evaluator-Use of Data and the Creation of Tools • Manager of Information and Student Behavior • Collaborator with candidates, parents, and other teachers **Teacher as Caring Leader (Dispositions)** • Communicator-Verbal and Nonverbal • Life-Long Learner • Nurturer	**Basic Requirements** • Completion of minimum number of general education hours (45 hours) • Minimum cumulative GPA of at least 2.5 • Passing scores on all three Praxis I tests **Recommendations** • One general education instructor and one education faculty member • Disciplinary status • Medical status **Supporting Evidence** • Baseline knowledge, skills, and dispositions related to the Conceptual Framework (portfolio) • Acceptable ratings on Field Experience I and II • Acceptable rating on Interviews Passage of SLED Background Check (All students seeking initial certification)	• Acceptable rating on developing portfolio • Acceptable rating on Interview • Passing score on Praxis II Examinations, including PLT • Acceptable ratings on Field Experience III-V • Grades of C or above in all courses required for licensure • Cumulative GPA of at least 2.5 • Minimum GPA of 2.7 on professional education courses • Acceptable ratings on *Dispositions Evaluation* • Passage of FBI Background Check	• Acceptable ratings on ADEPT proficiencies • Acceptable rating on professional portfolio • Acceptable rating on portfolio presentation to faculty and peers • Grade of B or better in professional clinical practice • Acceptable rating on *Dispositions Evaluation* • Acceptable rating on Teacher Work Sample	• Completion of application for graduation • Completion of all course work requirements • Cumulative GPA of 2.5 overall • Cumulative GPA of 2.7 on education courses • Participation in Exit Survey • Participation in Exit Interview • Completion of information regarding a permanent address for Follow-up Questionnaire • Completion of form for Unit to request licensure
		Program Competency Assessment	Program Competency Assessment	

Program-Specific Unit Assessment Points

Acceptable

Application

Declaration of Major

(Apply for Teacher Education after 45 hours of General Education Courses)

Table 15. Program Assessment System

Types of Assessments	Person Responsible	Timeline and Descriptions	Use of Data
G.P.A.	Technology Specialist	Data are collected each semester and used as criteria for admission to teacher education, retention, student teaching, graduation, and recommendation for certification. Students applying for admission as candidates must earn a minimum overall GPA of 2.5. No grade lower than "C" satisfies course completion requirements in any Education course and/or course in the content areas. For admission to Student Teaching, the program requires a 2.7 GPA in education courses. High school GPA data are used at entry to teacher candidacy as a means of comparison with Praxis I scores, College GPA, and success in initial education courses (EDU 100– Introduction to Education and EDU 232 – Technology in the Classroom).	Acceptable/Not Acceptable - utilizing the system of reporting on outcomes (results, analyses, use of analyses of results, and program modifications) are summarized and reported with widespread distribution to candidates, the TEC, the administration, and other stakeholders.
S.A.T.	Technology Specialist	Data are collected annually as a means of comparison with high school GPA, Praxis I scores, Voorhees College GPA, and success in initial education courses (EDU 100 – Introduction to Education and EDU 232 – Technology in the Classroom). *Data are used as a means to assess whether S.A.T. minimum scores for admission to candidacy should be implemented.*	Summarized and reported with widespread distribution to candidates, the TEC, the administration, and other stakeholders.
PRAXIS I	Technology Specialist	Data are collected annually as a means of comparison with high school GPA, Voorhees College GPA, and success in initial education courses (EDU 100 – Introduction to Education and EDU 232 – Technology in the Classroom). Praxis I scores are used as a criterion for admission to teacher education	Summarized and reported with widespread distribution to candidates, the TEC, the administration, and other stakeholders.
A.D.E.P.T.	Technology Specialist	Data are used to assess the impact of candidates on student learning at different intervals in the program and especially in student teaching.	Summarized and reported with widespread distribution to candidates, the TEC, and the administration.
Student Teaching Performance	College Supervisor, Cooperating Teacher, Division Chairperson	Data collected from evaluation instruments and lesson plans completed by candidates, cooperating teachers, and supervising professors are assessed at the conclusion of each semester. The data are used to enhance instruction, candidate performance, and faculty development.	Summarized and reported with widespread distribution to candidates, the TEC, the administration, and other stakeholders.
Portfolio	Candidates, Faculty	Evaluations are used to demonstrate student competency at the *end* of the student teaching experience. *Minimum* artifacts for inclusion in the portfolio are the following: (*i*) a letter of introduction prepared by the candidate as a means of introduction and a contextual reference for the organization of the portfolio;*(ii)* Table of Contents;*(iii)* a résumé highlighting work experience, experiences with children, academic preparation, community involvement, etc.;*(iv)* a videotape showing the candidate's best teaching; *(v)* a description of the lesson, including the lesson plan and a self-analysis of the effectiveness of the lesson; *(vi)* the candidate's educational philosophy; *(vii)* evaluations (self, cooperating teachers, and field supervisors) of field experiences; *(viii)* coursework materials including lesson and Unit plans created by the candidate and subsequently taught, samples of creativity (*i.e.* photographs, instructional activities/games), instructional media/technology and *several* freely chosen selections for inclusion; *(ix)* the identification of sources of evidence for each Portfolio criterion; and *(x)* a rationale/explanation for each section that provides background material about the included artifacts showing when and where the work was completed as well as how the material demonstrates the Voorhees College CF Outcomes/A.D.E.P.T./ INTASC/A.C.E.I. Standards.	Summarized and reported with widespread distribution to candidates, the TEC, the administration, and other stakeholders.
G.P.A. Data	Faculty	Data are collected each semester and assessed for content courses, foundation courses, pedagogical courses, and pedagogical-content courses, as a means of comparison with Praxis I, Praxis II scores, Content Area Exercises, and Principles of Learning and Teaching scores; Voorhees College Overall G.P.A. and success in initial education courses (EDU 100 – Introduction to Education and EDU 232 – Technology in the Classroom).	Acceptable/Not Acceptable - utilizing the system of reporting on outcomes (results, analysis, use of analysis of results, and program modifications) will be summarized and reported with widespread distribution to candidates, faculty, the TEC, the administration, and other stakeholders.

Table 15. (continued)

Types of Assessments	Person Responsible	Timeline and Descriptions	Use of Data
Concept Papers	Faculty Technology Specialist	Scores are used to demonstrate the abilities of candidates to respond to classroom concepts in a written format. These are course-specific assignments requiring candidates to blend their educational philosophies into their written analyses of the given concept.	Summarized and reported with widespread distribution to candidates, the TEC, the administration, and other stakeholders.
Pedagogical Content	Candidates, Cooperating Teachers, Faculty	Data are gathered each semester from candidate evaluations by the candidates themselves, cooperating teachers, and College supervisors. The evaluations include performance on the A.D.E.P.T. Evaluation Instrument, a minimum of 9 observations/ratings (per Student Teacher), and surveys completed by the principals of beginning teachers. The data are used to measure the impact of candidates on student learning, ability to conduct and assess pre- and post-tests, and short and long range planning.	Summarized and reported with widespread distribution to candidates, the TEC, the administration, and other stakeholders.
Pedagogy	Candidates, Cooperating Teachers, Division Chairperson	Data are gathered each semester from candidate evaluations by the candidates themselves, cooperating teachers and College supervisors, performance on the A.D.E.P.T. Evaluation Instrument, and a minimum of 9 Observations/ratings (per Student Teacher). The data are used to measure the impact of candidates on student learning, ability to conduct and assess pre- and post-tests, and short and long range planning.	Summarized and reported with widespread distribution to candidates, the TEC, the administration, and other stakeholders.
Interview	Division Chairperson	Data are used as criteria for admission to teacher education and to student teaching. The interview involves only an oral component. The oral component consists of five (5) questions posed by an interview team of two faculty members. A Likert Scale is used in scoring the responses of candidates to the questions. An *average* composite rating from each interviewer must equal "2" out of a maximum of "3" points for the prospective candidate to be accepted. Candidates are scored on both their ability to communicate effectively (ACEI – Standard 2b) and their ability to provide responses demonstrating content knowledge, pedagogical knowledge, or both.	Summarized and reported with widespread distribution to candidates, the TEC, the administration, and other stakeholders.
Service Learning Project	Faculty	Evaluation data are gathered from the agency supervisor at the end of the Service Learning Project. Scores are used to measure the collaboration and communication skills of candidates. An acceptable rating of "2" is required.	Summarized and reported with widespread distribution to candidates, the TEC, and the administration.
Dispositions	Faculty, Chairperson of Unit, Technology Specialist	Data are gathered each semester from the Disposition Survey administered by faculty. Other data are gathered at the end of the program from portfolios, cooperating teachers' evaluations of candidates, candidate self-evaluations, evaluations by supervisors, and program completers' surveys to measure how successfully candidates are demonstrating that they seek knowledge as a life-long process and appreciate multiple perspectives of thinking as well as sensitivity to diversity, faculty modeling of technology, and enthusiasm for learning. After one year, principals are also asked to assess the new teachers in regard to attendance at professional meetings so as to measure life-long learning and other aspects of dispositions..	Acceptable/Not Acceptable - utilizing the system of reporting on outcomes, results, analysis, and use of analysis of results, program modifications will be summarized and reported with widespread distribution to candidates, faculty, the TEC, the administration, and other stakeholders.
Teacher Work Sample	College Supervisor of Student Teaching	Data are gathered during Student Teaching to determining the impact of teaching on student performance. Candidates use pre- and post test to measure student learning.	Acceptable/Unacceptable rating. Used to determine readiness for Completion of Student Teaching (transition point)

Table 16. Alignment of Unit's Standards to State (ADEPT and Education and Economic Development Act), and National Performance Standards (INTASC Principles, ACEI Standards, NBPTS Core Propositions)

Voorhees College Teacher Education Standards with Candidate Proficiencies	ADEPT Performance Standards	Education and Economic Development Act	INTASC Principles	ACEI Standards	NBPTS Core Propositi
Outcome I: Teachers as Reflective Decision-Makers (Knowledge)					
Proficiency 1: Scholar					
a. Knows the facts, principles, pedagogy, current research, and processes of inquiry central to teaching the subject area of preparation.	APS6	PS1	P1, P4, P7	S 2.1, S.2.2 S 2.3, S 2.4	P2
b. Demonstrates knowledge of current events and world labor market trends in order to relate the issues to student learning.	APS 5	PS1	P5	S2.4	P2
c. Derives content accurately from multiple sources in order to make subject matter meaningful to all students.	APS1, APS2, APS5, APS6, APS7	PS4	P1, P3	S 2.1, S 2.2 S 2.3, S 2.4 S 2.5, S 2.6 S 2.7	P1, P2
Proficiency 2: Critical Thinker					
a. Understands how one's philosophy of education relates to teaching and learning.	APS3, ASP4, APS8	PS1	P7, P9	S 1.0	P4
b. Thinks critically and assesses the merits of various curricula and instructional approaches based on research.	APS3, APS5,APS6	PS4	P1, P4, P9	S 5.1	P2, P3
c. Understands the interrelationships of curriculum, instruction, and assessment.	APS2, ASP3, APS 5, ASP6	PS5	P1, P3, P4, P7, P8	S 4.0	P4
d. Demonstrates skill in critical thinking and problem solving in a variety of professional settings.	APS10	PS3	P9	S3.3	P4
Proficiency 3: Diagnostician					
a. Understands measurement theory and assessment as they relate to student achievement.	APS3, APS4, APS5, APS7	PS2	P2, P4, P8	S 4.0	P1, P4
b. Understands the developmental levels of students and the complexity of content.	APS1, ASP3, APS6, ASP7	PS6	P1, P2. P7	S 1.0	P1, P2
c. Is familiar with planning documentation (FHA, BIP, IEP's) necessary for working with students with special needs.	APS1, ASP2, APS3, ASP7	PS6	P7, P8	S 3.2	P1, P3
Proficiency 4: Reflective Thinker					
a. Understands how diverse cultural, ethnic, socioeconomic, sex, and exceptionality issues affect student learning.	APS1, APS3, APS5, APS8	PS2	P2, P3	S 3.2	P1, P3
b. Understands the process of long-range planning to facilitate the teaching of State and national standards at all levels to meet the needs of learners.	APS1	PS2	P1, P2. P7	S 3.1	P1, P2
c. Engages in inquiry and self-appraisal to improve teaching and learning.	APS3, APS10	PS3	P9	S 5.1	P4

Table 16. (continues).

Voorhees College Teacher Education Standards with Candidate Proficiencies	ADEPT Performance Standards	Education and Economic Development Act	INTASC Principles	ACEI Standards	NBPT Core Propositi
Outcome II: Teacher as Skillful Practitioners (Skills)					
Proficiency 5: Methodology Specialist					
a. Engages students in the learning process and helps students assume responsibility for their own behavior.	APS8, ASP9	PS4	P1, P2. P4. P5	S 3.4	P1, P3
b. Uses a variety of instructional strategies to differentiate instruction for students of varying abilities, learning styles, and physical and educational exceptionalities.	APS5, APS6	PS6 PS7	P1, P2, P3, P4	S 3.1	P1, P2, P3
c. Uses technology to enhance the learning process.		PS5	P4, P7	S 3.3	P2
Proficiency 6: Planner					
a. Creates interdisciplinary experiences that enable students to integrate knowledge, skills, and methods of inquiry from several subject/content areas.	APS1, APS2, APS3, APS5, APS6	PS4	P1, P2, P3	S 3.3	P1,P3
b. Demonstrates proficiency in the dimensions of planning, instructing, establishing, and maintaining high expectations; motivating students and assessing their acquisition and application of the content.	APS1, APS2, APS3 ASP4, APS5 APS6	PS5	P1, P7, P8	S 3.1, S 3.3	P1, P2
c. Uses real-world experiences in creating relevant learning experiences.	APS5, ASP6	PS5	P1, P2, P3	S 3.4	P1, P2, P5
d. Employs skill in technology that promotes inquiry and effective practice.	APS5	PS5		S3.5	
Proficiency 7: Manager					
a. Applies techniques and theories to create safe learning environments, manages instructional time, and manages instructional materials.	APS8, APS9	PS7	P5	S 3.4	P3
b. Uses the principles of effective classroom management to promote positive social, democratic, and mutually respectful behavior and purposeful learning.	APS8, ASP9	PS6	P2, P5	S 3.4	P1, P3
c. Engages students in the learning process and helps students assume responsibility for their own behavior.	APS8, APS9,	PS7	P1, P2, P4, P5	S 3.4	P1, P3
Proficiency 8: Evaluator					
a. Evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in teaching specific ideas and concepts.	APS7	PS7	P3	S 3.1	P4
b. Selects, constructs, and uses assessment strategies and instruments appropriate for the content taught and the students.	APS3, APS7	PS7	P1, P4, P8	S 4.0	P4
c. Strives to improve practice through continuous assessment in the context of diverse learner needs.	APS7	PS7	P8	S4.0	P1
d. Analyzes data and identifies patterns and instructional deficiencies in order to bring effective changes in instructional practice.	APS7	PS7	P8	S 3.1	P4
e. Participates in action research in order to determine knowledge of best practices.	APS7	PS5	P8	S 4.0	P4
Proficiency 9: Collaborator					
a. Works with parents, teachers, and other constituents to help students learn.	APS8, ASP10	PS6	P2, P10	S 5.2	P5
b. Collaborates with parents, community leaders, and other professionals educators as members of learning communities to promote educational excellence and to bring about necessary change.	APS10	PS6	P10	S5.2	P5

Table 16. (continues).

Voorhees College Teacher Education Standards with Candidate Proficiencies	ADEPT Performance Standards	Education and Economic Development Act	INTASC Principles	ACEI Standards	NBPTS Core Propositions
Outcome III: Teacher as Caring Leaders (Dispositions)					
Proficiency 10: Life-Long Learner					
a. Participates in activities that contribute to the improvement of self, the profession, and society.	APS10	PS2	P9, P10	S 5.1	P5
b. Uses technology as a tool for professional growth.	APS10	PS2	P9, P10	S 5.1	P5
c. Demonstrates professional enthusiasm in instruction, collaboration, and reflection.	APS4, ASP5, APS7,ASP10		P9	S 5.1	P3, P5
d. Recognizes that careers in education require a lifelong process of scholarly learning.	APS10	PS2	P9	S5.1	P5
Proficiency 11: Communicator					
a. Uses the skills of active listening and reflection to enhance communication.	APS7, ASP8, APS9, ASP10	PS4	P6	S 3.5	P1, P3, P4
b. Promotes intercultural understanding and communication.	APS5, APS8, APS10	PS4	P3, P5, P6	S 3.2	P1, P4, P5
c. Communicates effectively with children, parents, and colleagues.	APS4, ASP10	PS4	P6, P10	S 3.5	P3, P5
d. Fosters relationships with school colleagues and community agencies, such as social services and mental health associations, to enhance the learning and well- being of students.	APS10	PS6	P3, P9, P10	S 5.2	P5
Proficiency 12: Nurturer					
a. Supports learner self-efficacy.	APS4, ASP10	PS7	P3, P10	S 3.4	P4
b. Values collaborative efforts to enhance practice and to solve problems.	APS5, APS6, APS7	PS6	P1, P6	S 3.5	P1, P3
c. Values the development of learner's critical thinking and independent and collaborative problem-solving.	APS3, APS4, APS5, APS6	PS3	P2, P3	S 3.3	P3
d. Respects and values the cultural and ethnic differences of learners.	APS1, APS2, APS9	PS3	P2, P3, P10	S 3.2	P1, P3
e. Demonstrates ethical and professional behavior.	APS3, APS5	PS3	P2, P4, P6	S 5.1	P1, P4
f. Models and encourages empathetic, cooperative relationships among learners.	APS7, APS9	PS6	P2, P4, P6	S 3.5	P4
g. Conveys enthusiasm for teaching and learning..	APS3, APS7, APS8	PS5	P1, P7, P9	S 5.1	P1, P4

2.3. The Diversity Plan

The macro-advocacy of diversity is intended to enlarge the rights of all citizens of the United States. At Voorhees College, faculty and staff view this responsibility as being centered on propagating throughout the Nation the conviction that opportunity and access are germane to diversity. When one diversifies one's intellectual capital and links it to social necessity, the result is education. Faculty and staff believe that students imbued with knowledge and skills will achieve significant gains in their capacity to make steady progress in terms of intimate social interaction with other human beings.

Voorhees College, a historically black institution of higher education (HBCU), was founded in 1897 by Elizabeth Evelyn Wright. Her audacity to envision a learning community in Denmark, South Carolina was ahead of her time. The very thought of taking an ideal that had been restricted by race and the ability to pay and to diversify it to include those who could not afford it was in itself a diversifying principle of thought, action, and love.

As a Christian institution closely affiliated with the Episcopal Church, the College is committed to this principle, as established by the founder. The Division of Teacher Education has further developed this principle through its determination to prepare professional educators to be reflective decision-makers (thought), skillful practitioners (action), and caring leaders (love). Faculty and staff view the amplification of this principle as supporting and confirming the commitment to diversity and pluralism as evinced by the college administration. The commitment of Voorhees College to diversity is manifested in its mission, goals, and objectives which are demonstrated through the diversification of the administration, staff, and faculty. Employees of the College continue to build on the commitment to diversity through their increasingly proactive work for the development of the communities surrounding the campus.

Diversity is present in candidates and their peers at Voorhees College. Enrollment is open to all students who seek admission, regardless of sex, age, race/ethnicity, religion, socioeconomic status, political affiliation, learning challenges, and/or physical handicap. This commitment is found in admission requirements, educational and athletic programs, policies, opportunities, and curricular offerings. Voorhees College serves the needs of all students by emphasizing the total development of the student for responsible citizenship in a global society.

This initiative permits the Division of Education to build upon the wide array of the existing College's practices to translate pedagogical, legal, moral, and demographic imperatives into an action model. For the Teacher Education Program at Voorhees College, this model is reflected in the infusion of diversity into curricular and administrative policies, practices, and processes.

2.3.1. Diversity in Content

Faculty in the Division of Education challenge candidates in each education course to be sensitive to and respond to those learners who are economically disadvantaged; to children who are inadequately supervised, abused or neglected; to those who are at risk of school failure, hurried or disengaged; as well as to those who are cultural, racial, or linguistic minorities. One course, Introduction to Exceptional Children, explores the physical and mental diversity of students, and experiences are built into other courses to examine other types of diversity. Candidates in the Classroom Management course interview parents of different racial origins about their disciplinary practices in order to understand the students from these homes. Teacher candidates' responses to issues of diversity are measured according to their alignment to INTASC Principles #2, #3, #5, #7, #8 and ACEI standards #1, #2, #3, #4, and #5.

Additionally, teacher candidates must demonstrate sensitivity to diverse learners in ADEPT Professional Standards, the standards by which teacher candidates are measured in South Carolina. The ADEPT standards are aligned with INTASC Principles and ACEI Standards. The specific ADEPT Professional Standards (APS) related to diversity and to which teacher candidates must demonstrate competence are as follows:

- ADEPT APS #1: "determine the ability and developmental levels, backgrounds, needs and interests of students; formulate or identify appropriate long-range learning and developmental goals for students."
- ADEPT APS #2: "describe the ability and developmental levels of students; describe the social and cultural backgrounds of the students; describe the learning styles of the students; describe the significant interests or special needs the students may have; prepared that exposes students to a variety of intellectual, cultural, or social perspectives; utilize strategies that must accommodate for differences in rates and styles of learning."
- ADEPT APS #4: "establish appropriate expectations for student learning and development at the beginning of instructional units."
- ADEPT APS #5: use varied instructional strategies that are appropriate for the learning and developmental objectives of instructional units; use varied instructional strategies that are appropriate for the content and skills being learned by students; use varied instructional strategies that are appropriate for the ability and developmental levels of students; use varied instructional strategies that accommodate different learning styles; use varied instructional strategies that accommodate different rates of learning."
- ADEPT APS #6: "provide content that is appropriate for the ability and developmental level of the students; provide content at an appropriate rate for all students; provide content from multiple sources that reflects varied intellectual, social, and cultural perspectives."
- ADEPT APS #7: "monitor learning and development through appropriate questioning techniques."
- ADEPT APS #8: "maintain a room arrangement that allows all students to see, hear, and participate in instructional events; convey respect for the feelings, ideas, and contributions of students; convey an understanding of and sensitivity to the social and cultural backgrounds of students."

2.1.2. Diversity of Students

In order to implement the strategies outlined above the Division of Education needs schools with a diverse population of teachers and students for field and clinical experiences. The elementary school adjacent to Voorhees College's campus is approximately 90 percent black. Therefore, the Division of Education builds into the budget money for transportation to schools in other nearby districts that are more representative of the minority/majority race. Two of the school districts in the area have a population of black/white students that is approximately equal. One of these schools has a high percentage of Hispanic students as well. The same two districts have a mix of socioeconomic groups. These schools are partner schools and will be involved in field and clinical experiences.

2.3.3. Diversity of Candidates

Voorhees is a Historically Black College and University (HBCU) and thus predominately serves the diversity of the minority African American race and culture. In recent years, however, the College has had a mix of students on campus. For instance, a Romanian student is the first honor graduate in the class of 2009. Through an exchange program, 10 to 12 Brazilian students are on campus one semester per year. Other diversities found within the composite make-up of peers and communities experienced by

candidates include: race, academics, finances, gender, geographical-community origin, and non-traditional students.

The Division of Teacher Education plans to offer 10 full scholarships per year for the first five years of the program. These scholarships are targeted toward high-achieving students, with black males and non-black males and females receiving first priority.

For candidates, further exposure to different racial, cultural, and economic backgrounds, the Teacher Education Program plans to work with other institutions that have mainly majority candidates in sponsoring an education forum once per semester. Each institution will provide space for the forum once per year, alternating between the institutions by semester.

2.3.4. Diversity of Geography/Community of Origin

The College continues to serve a majority of students who come from the towns and cities of South Carolina. A notable steady increase in the enrollment of out-of-state students is adding to the diversity of the students as a whole and candidate exposure to this diversity. The Pell grant system, based on income, is a further indication of the commitment to address the socioeconomic needs of candidates. (See Table 17)

Table 17. Number and Percentage of Students with Pell Grants

Year	Recipients	Total Enrollment	Percentage
2007-2008	526	587	90%
2008-2009	490	568	86%

Source: Voorhees College Financial Aid Office

2.3.5 Diversity of Faculty

For consistency with the policy of the College, the Division of Education will have diversity in race and gender. The Chairperson/Director of Teacher Education is white as is the reading, language arts specialist who has a dual appointment between General Education and the Division of Education. Also, the Choir Director who will teach the Music Methods course is a black male. The cooperating teachers are a mix in gender and race in all the Partner Schools. As faculty is hired for the various positions in education, administrators will continue to have diversity as one criterion.

In summary, the candidates and their peers at Voorhees College reflect diversity. Enrollment is open to all students who seek admission, regardless of sex, age, race/ethnicity, religion, socioeconomic status, political affiliation, learning challenges, and/or physical handicap. This commitment is found in admission requirements, educational and athletic programs, policies, opportunities, and curricular offerings. Voorhees College serves the needs of pre-candidates and candidates by emphasizing the total development of the person for responsible citizenship in a global society. The Education Unit is likewise committed to preparing candidates to teach students with diverse needs in the P-12 schools of the Nation.

2.4. The South Carolina Education and Economic Development Act

The Teacher Education Program addresses the South Carolina Education and Economic Development Act (EEDA) in multiple ways. Each course includes objectives that deal with career clusters, employment trends, dispositions, and other aspects of the world of employment. Instructors rate candidates once each semester on their work ethic, attitudes, and habits on the *Dispositions Survey*. The results of the *Dispositions Survey* constitute one criterion for admission to the program, one for *entry* into Student

Teaching, and one for *completion* of Student Teaching, thus comprising three of the transition point in the Teacher Education Program.

A service learning component is part of EDU 334, Social Studies for Elementary School Teachers. The course calls for the social studies instructor to place candidates in day care centers, rural health centers, nursing homes, after-school programs, and mental health centers to engage themselves in prescribed programs of learning activities. Students receive an evaluative rating on such behavioral traits as punctuality, cooperation, positive attitude, trustworthiness, and communication.

The program implements other ways by which to deal with the South Carolina Education and Economic Development Act. The integration of career guidance, planning, and advocacy for the well-being of children is a component in EDU 235, Literature for Children, and EDU 334, Social Studies for the Elementary School Teacher. Faculty members model the behaviors expected of professionals and use methods designed to teach cooperation and other real-world applications for problem-solving. Candidates design lesson plans and units that take into account student learning styles for purposes of grouping, cooperative learning assignments, homework, and other activities. Instructors stress the use of hands-on activities in every methods course. Courses such as EDU 330, Art for Children, and EDU 333, PE in Elementary Schools, moreover, engage candidates primarily in hands-on experiences.

In EDU 342, Classroom Management, candidates design effective lesson plans for character education. The resulting lessons are then taught to children with the candidates measuring the learning that has occurred.

2.5. Field and Clinical Experiences, including the Number of Hours and the Integration of ADEPT, EEDA and ACEI

The Elementary Education Program and its school partners will design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel can develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Owing to the rural nature of the Denmark area, collaboration between the Unit and school partners is easy, friendly, open, desired, and effective. Voorhees College is the only four-year college in the county and has an excellent relationship with its school partners. The school and Unit will share and integrate resources as well as expertise to support learning through field experiences including student teaching.

Voorhees College will formulate annual written agreements between itself and cooperating school districts. These agreements will provide opportunities for field placement to ensure diversity in field experiences for teacher education students. The criteria for the selection of schools to be used in field or clinical experiences will be included in the written agreements with the school districts and the schools involved. In order to provide quality experiences, Voorhees College is seeking agreements with schools that can provide positive learning experiences in a professional setting in the specified teaching major areas and settings with diverse student populations. College supervisors of clinical experiences are trained in professional education and will provide expertise to the teaching major. Also, they will participate in orientation programs and will have had successful public school teaching experience in the major areas of supervision. The professional education faculty members supervise all field experiences.

Field experiences are sequential and aligned with ADEPT, the Conceptual Framework, **EEDA, and ACEI** standards. The program consists of 100 hours excluding service learning prior to student teaching and 60 days for student teaching. In the discussion that follows, the objectives are listed by level and by the courses to which the levels are attached. The levels are the following:

Level I – Beginning Practitioner (20 hours concurrent with EDU 100, Introduction to Education) The pre-candidate observes, identifies, records, and reflects on teaching and learning related to students in grades 2-6.

Teacher as Reflective Decision-Maker
- Observes the behavior of both students and teachers in the classroom setting.
- Seeks information pertaining to inclusion, social inequality, and student differences.
- Explores the work of schools and the communities they serve.
- Becomes acquainted with career options available to professional educators. **(EEDA 1)**

Teacher as Skillful Practitioner
- Performs paraprofessional duties (making materials, reproduction of materials, and correcting papers with a key.) (EEDA 1)
- Reads stories and leads games in the classroom or playground.

Teacher as Caring Leader
- Shows an interest in students while observing. **(APS 7; ACEI 3.5)**
- Demonstrates positive interpersonal relationships. **(ACEI 3.5)**
- Seeks opportunities (conferences, workshops, etc.) to grow professionally. **(APS 10; ACEI 5.1)**
- Demonstrates appropriate ethical and professional behavior. **(APS 10; ACEI 5.1)**

Level II – Beginning Practitioner (20 hours concurrent with EDU 234, Human Growth and Development) The pre-candidate observes, identifies, records, and reflects on teaching and learning related to students in grades 2-6. Prerequisite: Satisfactory completion of Level I Field Experiences.

Teacher as Reflective Decision-Maker
- Observes in the classroom, paying particular attention to children with disabilities and problems of behavior.
- Identifies special education children along with their exceptionalities. **(ACEI 3.2)**
- Observes different growth patterns in children from various ethnic groups. **(ACEI 1.0)**

Teacher as Skillful Practitioner
- Performs paraprofessional duties such as making copies, correcting papers using a key, and making instructional materials. **(EEDA 1)**
- Conducts an in-depth case study of one child. **(ACEI 1.0)**
- Makes a list of observed behavioral problems. **(APS 9)**

Teacher as Caring Leader
- Demonstrates appropriate ethical and professional behavior. **(APS 10; ACEI 5.1)**
- Demonstrates positive interpersonal relationships. **(ACEI 3.5)**
- Makes conversation with at least 10 students per visit. **(APS 7; ACEI 3.5)**
- Seeks ways to make the classroom an inviting place in which to be.

Level III – Developing Practitioner (20 hours concurrent with EDU 335, Teaching of Reading in Elementary School) The candidate demonstrates and applies knowledge by assisting teachers with individual and small groups of learners in reading. Prerequisite: Satisfactory completion of Level I and Level II Field Experiences)

Teacher as Reflective Decision-Maker
- Suggests appropriate library books for children to read. **(APS 6; ACEI 2.1)**
- Reads stories of interest to given age groups. **(APS 6; EEDA 7; ACEI 2.1)**
- Prepares lesson plans for teaching small groups of children. **(APS 2; ACEI 2.1, 4.0)**

- Constructs teaching materials for the lesson he or she planned. **(APS 3; EEDA 7; ACEI 3.1)**

Teacher as Skillful Practitioner
- Assists students with the operation of technology.
- Tutors or teaches small groups of students in reading. **(APS 3, 7, 8; ACEI 2.1)**
- Uses a variety of instructional strategies to the development of students' critical thinking, problem solving, and performance skills. **(APS 5; EEDA 5; ACEI 3.1, 3.3)**

Teacher as Skillful Practitioner
- Practices effective verbal, nonverbal, and media communication techniques. **(APS 10; ACEI 3.5)**
- Seeks opportunities to grow professionally through reading professional materials. **(APS 10; ACEI 5.1)**
- Utilizes self-assessment and reflection to improve practice. **(APS 10; ACEI 5.1)**
- Demonstrates appropriate ethical and professional behavior. **(APS 10; ACEI 5.1)**

Level IV - Developing Practitioner (20 hours concurrent with EDU 336, Mathematics for Elementary School) Candidates demonstrate and apply knowledge by working with groups of various sizes in mathematics; students plan and teach mathematics mini-lessons. Prerequisite: Satisfactory completion of Levels I-III of Field Experiences.

Teacher as Reflective Decision-Maker
- Prepares mathematics lesson plans with assessment tools for a small group. **(APS 2, 3; ACEI 2.3, 3.3)**
- Examines mathematics books to understand the meaning of units.
- Examines the functioning levels of students to match lesson plans with their levels. **(APS 2; ACEI 1.0, 3.2)**

Teacher as Skillful Practitioner
- Utilizes technology effectively. **(APS 5; EEDA 5; ACEI 3.5)**
- Formulates objectives to achieve specified learning outcomes. **(APS 2)**
- Teaches lesson plans to small groups of students. **(APS 5, 6, 7; ACEI 2.3, 3.3, 3.4)**
- Aligns lesson plans with local, state, and national competencies in the school curriculum. **(APS 3; ACEI 3.1)**
- Makes analyses of errors using the assessments data. **(APS 3; ACEI 4.0)**
- Assists with record keeping and the management of the classroom. **(APS 9)**
- Presents a PowerPoint presentation to a whole class of students. **(APS 5; ACEI 3.1, 3.3)**

Teacher as Caring Leader
- Uses positive language with students when discussing errors in work. **(APS 7, 8; ACEI 3.5)**
- Demonstrates appropriate ethical and professional behavior. **(APS 10; ACEI 5.1)**
- Fosters relationships with colleagues, parents, and educational partners to support student learning and well-being. **(APS 10; ACEI 5.2)**
- Seeks opportunities to grow professionally in mathematics. **(APS 10; ACEI 5.1)**

Level V - Developing Practitioner (20 hours concurrent with EDU 431, Diagnostic and Prescriptive Teaching) Candidates demonstrate skill in diagnosing learning problems and offering appropriate instruction. Prerequisite: Satisfactory completion of Levels I-IV of Field Experiences.

Teacher as Reflective Decision-Maker
- Develops an awareness of standardized instruments used to diagnose errors in reading and mathematics. **(APS 3; ACEI 4.0)**
- Develops an awareness of common errors made by most children.
- Understands the speech patterns of various ethnic groups.

- Develops an awareness of learning styles. **(APS 5, 7; EEDA 7; ACEI 3.2)**

Teacher as Skillful Practitioner
- Administers and scores tests. **(APS 3; ACEI 4.0)**
- Designs and implements lesson plans from the assessment data. **(APS 2, 3, 4; ACEI 3.4))**
- Constructs assessment tools. **(APS 3; ACEI 4.0)**
- Analyses student learning errors. **(APS 3; ACEI 4.0)**
- Applies a variety of instructional strategies to the development of student critical thinking, problem solving, and performance skills. **(APS 5; EEDA 5; ACEI 3.3)**
- Up-dates his or her portfolio, including assessment information. **(APS 10; ACEI 5.2)**

Teacher as Caring Leader
- Fosters relationships with colleagues, parents, and educational partners to support student learning and well-being. **(APS 10); ACEI 5.2)**
- Prepares correspondence to be sent to parents regarding the achievement of students. **(APS 10; ACEI 5.2)**
- Seeks opportunities to grow professionally. **(APS 10; ACEI 5.1)**
- Utilizes self-assessment and reflection to improve practice. **(APS 10; ACEI 5.1)**
- Models ethical and professional behavior in the classroom and in the community. **(APS 10; ACEI 5.1)**

Level VI – Professional Clinical Practice (Student Teaching) **(60 days) Candidates apply the South Carolina ADEPT Standards (Assisting, Developing, and Evaluating Professional Teaching)** at an acceptable level. Perquisite: Satisfactory completion of Level I-V of Field Experiences.

Teacher as Reflective Decision-Maker
- Creates a long-range plan (unit). **(APS 1; ACEI 2.1-2.7)**
- Becomes familiar with the South Carolina Curriculum Standards. **(APS 6; ACEI 2.1-2.7)**
- Provides content for learners. **(APS 6; ACEI 2.1-2.7)**

Teacher as Skillful Practitioner
- Demonstrates competence in the short range planning of instruction (lesson plans). **(APS 2; ACEI 2.1-2.7, 3.1)**
- Demonstrates competence in the construction and use of assessments. **(APS 3; ACEI 4.0)**
- Establishes and maintains high expectations for learners. **(APS 4; ACEI 3.1, 3.2, 3.3, 3.4)**
- Uses a variety of instructional strategies to facilitate learning. **(APS 5; EEDA 7; ACEI 3.1, 3.2, 3.4)**
- Monitors and enhance learning. **(APS 7; ACEI 3.1)**
- Develops a teacher work sample. **(APS 3; ACEI 3.1, 4.0)**
- Completes the portfolio so that it becomes a professional document. **(APS 10; ACEI 5.1)**

Teacher as Caring Leader
- Maintains an environment that promotes learning. **(APS 8; ACEI 3.4)**
- Manages the classroom environment effectively and efficiently. **(APS 8; ACEI 3.4)**
- Fulfills professional responsibilities beyond the classroom. **(APS 10; ACEI 5.1)**
- Has an effective interpersonal relationship with students, parents, and teachers. **(APS 8, 10; ACEI 3.5, 5.2)**
- Models ethical and professional behavior in the classroom and in the community. **(APS 10; ACEI 5.1)**

2.6. Pre-Kindergarten-12 Academic Standards

The Division of Education will expect students to acquire a broad knowledge of the P-12 curriculum which will enable them to be successful as they face varied and complex challenges as well as make informed, thoughtful decisions in their classrooms, schools and districts. This knowledge must include integration points for information literacy, Association for Childhood Education International standards (ACEI), and the South Carolina curricular standards.
The teacher preparation program will assist candidates in gaining a broad knowledge of the P-12 curriculum through their enrollment in the courses being offered as described in the syllabus. The program will also assists with ongoing assessment opportunities, clinical and student teaching experiences, and knowledge of strategies and practices appropriate for elementary education that relate to differentiated instruction, application of teaching methods with critical thinking, problem-solving, decision-making, and application of these processes in the investigation of problems, issues, and themes that make education relevant to themselves and others.

The P-12 curriculum standards, as noted by the South Carolina Curriculum Standards and Accountability, are designed to provide educators with the knowledge and understanding of what students should know and be able to do at a given grade level. As a result, the teacher preparation program has been designed to reflect analysis of current theory, research, and practices for classroom teaching related to the South Carolina P-12 curriculum standards. The assignments and experiences will emphasize collaboration with peers, educators, and college personnel as well as journaling and feedback from regular observation and discussion and are grounded in the P-12 curriculum standards so that teacher candidates, upon graduation, can immediately make an impact on the learning of their students.
Furthermore, teacher candidates who complete the program will understand and have experience of the following:

- Teaching in Diverse Environments
- Curriculum Design and Assessment
- Learning Theory
- Instructional Strategies
- Classroom Management
- State and National Standards

2.6.1 Information Literacy

Information literacy is defined as the ability to know when there is a need for information and to be able to identify, locate, evaluate, and effectively use that information for the solution of the issue or problem at hand. Information is expanding at an unprecedented rate, and enormously rapid strides are being made in technology for storing, organizing, and accessing the ever-growing tidal wave of information. According to The National Forum on Information Literacy, the combined effect of these factors is an increasingly fragmented information base that in some cases is available only to people with money and/or appropriate institutional affiliations. The outcome of these challenges has been characterized as the "digital divide."

Fortunately, opportunities to help students become information literate and to eradicate the "digital divide" are interwoven throughout the P-12 curriculum standards of South Carolina. The teacher preparation program will use these standards and other national standards to ensure that teacher candidates are information literate themselves and are able to teach others the strategies and processes needed to gain this knowledge.

2.6.2. Elementary Curriculum Standards

The Division of Education expects teacher candidates to have a broad knowledge of the elementary curriculum standards and an understanding of what students should know and be able to do at a given grade level. This teacher preparation program will prepare students to develop and exhibit critical thinking and problem-solving skills in their course work and field experiences. In addition, students will have opportunities to develop and enhance skills needed for differentiated instruction and application of teaching methods employing problem-solving and decision-making. The relationship between the teacher preparation program and the South Carolina curriculum standards is outlined below in Tables 18-22.

Table 18. English Language Arts Alignment

Courses	SC Curriculum Reading Standards P-12	ACEI Standards
EDU 235 Literature for Children **EDU335** Teaching Reading in Elementary School **EDU 431** Diagnostic and Prescriptive Teaching **ENG 131** and **ENG 132** Ideas & Their Expressions I and II	**3.0 Reading** Draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.	2.1 English Language Arts
EDU 335 Teaching Reading in Elementary School **ENG 338** Language Arts in Action **EDU 431** Diagnostic and Prescriptive Teaching **ENG 131** and **ENG 132** Ideas and Their Expression I and II	**5.0 Writing** Write effectively for different audiences and purposes.	2.1 English Language
ENG 338 Language Arts in Action **EDU 332** Elementary School Curriculum **EDU 431** Diagnostic and Prescriptive Teaching **ENG 130** Fundamentals of Speech	**5.0 Communication** Recognize, demonstrate, and analyze the qualities of effective communication	2.1 English Language
EDU 232 Technology in the Classroom **EDU 332** Elementary School Curriculum **EDU 341** Educational Psychology **CMP 130** Computer Concepts	**6.0 Research** Access and use information from a variety of appropriately selected sources to extend knowledge.	2.1 English Language

Table 19. Mathematics (Process) Alignment

Courses	SC Curriculum Math Process Standards K-12	ACEI Standards
EDU 336 Mathematics for Elementary School **EDU 344** Measurement and Evaluation for Teachers **MATH 131** and **MATH 132** Fundamentals of Mathematics	1.1 Problem Solving	2.3 Mathematics
EDU 336 Mathematics for Elementary School EDU 344 Measurement and Evaluation for Teachers **MATH 132** and **MATH 132** Fundamentals of Mathematics	1.2 Reasoning and Proof	2.3 Mathematics
EDU 336 Mathematics for Elementary School **EDU 344** Measurement and Evaluation for Teachers **MATH 131** and **MATH 132** Fundamentals of Mathematics	1.7 Connection	2.3 Mathematics
EDU 336 Mathematics for Elementary School **EDU 344** Measurement and Evaluation for Teachers **MATH 131** and **MATH 132** Fundamentals of Mathematics	1.8 Representation	2.3 Mathematics
EDU 336 Mathematics for Elementary School **EDU 344** Measurement and Evaluation for Teachers **MATH 131** and **MATH 132** Fundamentals of Mathematics	2.0 Numbers and Operation	2.3 Mathematics
EDU 336 Mathematics for Elementary School **EDU 344** Measurement & Evaluation for Teachers	3.0 Algebra	2.3 Mathematics

Courses	SC Curriculum Math Process Standards K-12	ACEI Standards
MATH 131 & MATH 132 Fundamentals of Mathematics		
EDU 336 Mathematics for Elementary School **EDU 344** Measurement and Evaluation for Teachers **MATH 131** and **MATH 132** Fundamentals of Mathematics	4.0 Geometry	2.3 Mathematics
EDU 336 Mathematics for Elementary School **EDU 344** Measurement and Evaluation for Teachers **MATH 131** and **MATH 132** Fundamentals of Mathematics	5.0 Measurement	2.3 Mathematics
EDU 336 Mathematics for Elementary School **EDU 344** Measurement and Evaluation for Teachers **MATH 131 & MATH 132** Fundamentals of Mathematics	6.0 Data Analysis and Probability	2.3 Mathematics

Table 20. Mathematics (Content) Alignment

Courses	SC Curriculum Math Content Standards K-12	ACEI Standards
EDU336 Mathematics in Elementary School **EDU 344** Measurement and Evaluation in Teaching **MATH 131 and MATH 132** Fundamentals of Mathematics	2.0 Numbers and Operation	2.3 Mathematics
EDU 336 Mathematics in Elementary School **EDU 344** Measurement and Evaluation for Learning **MATH 131 & MATH 132** Fundamentals of Math	3.0 Algebra	2.3 Mathematics
EDU 336 Mathematics in Elementary School **EDU 344** Measurement and Evaluation in Teaching **MATH 131 & MATH `132** Fundamental of Math	4.0 Geometry	2.3 Mathematics
EDU 336 Mathematics in Elementary School **EDU 344** Measurement and Evaluation in Teaching **MATH 131 & MATH 132** Fundamental of Math	5.0 Measurement	2.3 Mathematics
EDU 336 Mathematics in Elementary School **EDU 344** Measurement and Evaluation in Teaching **Math 131 & MATH 132** Fundamentals of Mathematics	6.0 Data Analysis and Probability	2.3 Mathematics

Table 21. Science (Grades 2-6) Alignment

Courses	SC Curriculum Science Standards	ACEI Standards
EDU 337 Science for Elementary School Teachers **EDU 344** Measurement and Evaluation for Teachers **PHYS 130** Fundamentals of Physical Science **BIO 130** Biology	**Grade Two** 2-2 Animal Basic Needs 2-3 Weather 2-5Magnetism	2.2 Science
EDU 337 Science for Elementary School Teachers **EDU 344** Measurement and Evaluation for Teachers **PHYS 130** Fundamentals of Physical Science **BIO 130** Biology	**Grade Three** 3-2 Habitats and Adaptations 3-3 Earth's Materials and Changes 3-5 Motion and Sounds	2.2 Science
EDU 337 Science for Elementary Teachers **EDU 344** Measurement and Evaluation for Teachers **PHYS 130** Fundamentals of Physical Science **BIO 130** Biology	**Grade Four** 4-2 Organisms and Their Environment 4-3 Astronomy	2.2 Science
EDU 337 Science for Elementary School Teachers **EDU 344** Measurement and Evaluation for Teachers **PHYS 130** Fundamentals of Physical Science **BIO 130** Biology	**Grade Five** 5-2 Ecosystems 5-3 Landforms and Oceans 5-5 Forces and Motions	2.2 Science
EDU 337 Science for Elementary School Teachers **EDU 344** Measurement and Evaluation for Teachers **PHYS 130** Fundamentals of Physical Science **BIO 130** Biology	**Grade Six** 6-3 Structures, Processes, and Responses of Plants and Animals 6-5 Conservation	2.2 Science

Table 22. Social Studies (Grades 2-6) Alignment

Courses	SC Curriculum Social Studies Standards Grades 2-6	ACEI Standards
EDU 334 Social Studies for Elementary School Teachers EDU 344 Measurement and Evaluation for Teachers GEO 230 World Geography ECON 231 Principles of Economics	Grade Two 2-5 Communities Here and Across the World	2.4 Social Studies
EDU 334 Social Studies for Elementary School Teachers EDU 344 Measurement and Evaluation for Teachers HIST 234 and 235 American and African-American History	Grade Three 3-5 South Carolina Studies	2.4 Social Studies
EDU 334 Social Studies for Elementary School Teachers EDU 344 Measurement and Evaluation for Teachers HIST 234 and 235 American and African-American History	Grade Four 4-1 United States to 1865	2.4 Social Studies
EDU 334 Social Studies for Elementary School EDU 344 Measurement and Evaluation for Teachers HIST 234 and 235 American and African-American History	Grade Five 5-1 United States: 1865 to the Present	2.4 Social Studies
EDU 334 Social Studies for Elementary Schools EDU 344 Measurement and Evaluation for Teachers HIST 133 or 134 World History Survey	Grade Six 6-3 Ancient Cultures to 1600	2.4 Social Studies

2.6.3 Analysis of Elementary Student Learning

Assessment instruments, beyond paper and pencil tests, are powerful tools for understanding and assessing student performance, particularly in areas that require critical thinking and complex problem-solving. The teacher preparation program will require teacher candidates to demonstrate a variety of assessment strategies as well as to be able to construct and analyze assessment instruments in order to monitor and enhance the learning of their students. Candidates will be given many opportunities to master the use of a variety of assessment instruments in the teacher preparation program such as performance assessment tools, portfolios, exhibitions, and observation scales.

Candidates will know and understand the importance of using alternative assessment and traditional instruments to measure mastery of the standards. For example, they will learn that performance assessment is direct, systematic observation of a student's actual performance and the rating of that performance on previously established criteria. They will know that portfolios are useful because they are a collection of student work over time which documents growth or a lack thereof. The exhibition, another alternative assessment instrument, is a public performance during which a student showcases learning and competence in particular areas. Finally, they will understand that observation scales may be used to identify a developmental range of student behavior as progress is made toward a specific outcome. The Division of Education candidates will be given many opportunities to make use of traditional and alternative assessments through the completion of course work, seminars, and field and teaching experiences.

2.7. Program Admission Requirements

When students enter Voorhees College as freshmen or transfer students and are interested in Elementary Education, they complete a form titled "Intent to Declare Education as a Major". They also write a Prospective Education Letter. The pre-candidates are then assigned to an Education advisor. The procedures to be followed by a pre-candidate in order to be formally admitted as a teacher candidate are listed below:
- The Teacher Education Handbook, which has a detailed description of the admission process and criteria, is made available to students interested in teacher education. The criteria are taught in EDU 100, Orientation to Education. In addition, faculty advisors, especially those in teacher education, must inform students of the admission criteria and outline the procedures for application.

- Specifically, to be admitted to the Teacher Education Program, a student must have completed no fewer than forty-five (45) semester hours of course work which meet the degree requirements at Voorhees College. Candidates must be admitted one full year before student teaching can begin. Additionally, each student must have:
  a. Completed an application for admission to the Teacher Education Program;
  b. Passed all of PRAXIS I (Verbal, Mathematics, and Writing);
  c. Earned an "acceptable" rating on the oral interview;
  d. Obtained two letters of recommendation: one from an education faculty member and one from a general education faculty member;
  e. Earned a "C" or better in EDU 100 (Orientation to Education), EDU 230 (History and Philosophy of Education), EDU 232 (Technology in the Classroom), EDU 234 (Human Growth and Development), and EDU 235 (Literature for Children);
  f. Earned an overall GPA of 2.5 or better;
  g. Earned an "acceptable" or better rating on Field Experiences I and II;
  h. Earned an "acceptable" or better rating on the Dispositions Evaluation);
  i. Prepared the following documents to be written with supervision, within the designated course, and assembled in the developing portfolio:
  (1) Autobiography – EDU 100 (To be written and completed as part of a designated class). The directions are as follows: Describe your ability to make a contribution to the teaching profession. Include in your response descriptions of experiences you have had working with children in volunteer work, part-time jobs, etc., and how these experiences influenced your decision to become a teacher. Identify the subject or grade you would prefer to teach and explain your reasons for making this choice.
  (2) Philosophy of Education – EDU 230 (The essay will be written using APA style. The paper will be revised with the instructor's assistance before the final copy is graded).
  j. Upon receipt of a pre-candidate's application for admission to the Teacher Education Program, the Chairperson/Director of Teacher Education will examine each student's cumulative file for compliance with all the preceding requirements before presenting the pre-candidate to the Teacher Education Committee for final approval for admittance to the program.
  k. The Chairperson/Director of Teacher Education will inform pre-candidates through written communication of the decisions of the Teacher Education Committee. Candidates are officially notified of the Teacher Education Program requirements for graduation and program completion.
  l. The Chairperson/Director of Teacher Education, the Teacher Education Committee, and the Teacher Education Advisory Council establish and review the procedures by which qualified students are formally admitted into the Teacher Education Program. The College follows the South Carolina Department of Education guidelines as a minimum standard to be met in order to establish admission criteria for pre-candidates who enter into the Teacher Education Program.

2.8. The Safe School Climate Act

The Teacher Education Program includes a component in the course EDU 342, Classroom Management, which deals with the identification of bullying, harassment, and intimidation in schools. As part of this component, candidates will prepare role-playing episodes that deal with forms of such behaviors as bullying, harassment, and intimidation, and they will role play the scenarios in front of live audiences. The instructor and the members of the audience will evaluate the role-playing with reference to a rubric which guides the evaluation process. In a broader context, instructors of courses requiring field experiences will assess the pre-candidate or candidate each semester using an item in the Dispositions

Survey (Appendix F) that asks whether or not the person was able to create a nurturing environment. Also, at the end of Student Teaching, the cooperating teacher and the College supervisor will rate the candidate on his or her ability to maintain a safe and orderly learning environment and on his or her classroom management skills in general.

2.9. Standards of Conduct

The Elementary Education Program is in compliance with the three sections of the South Carolina Law Code in regard to standards of conduct. Information on these sections is part of the curriculum in EDU 440, Special Topics in Education, scheduled for the senior year, prior to EDU 442, Student Teaching. Instructors will distribute printed copies of the laws to each student (See Appendix D for a copy of the handout for the class). In addition to these written copies, discussions of the meaning of each section will clarify any misunderstandings the candidates may have of these laws. The candidates will be expected to understand that a teaching certificate may be revoked or suspended for several causes.

The first cause of revocation or suspension is a section of the law (Section 59-25-160) called "just cause." "Just cause" may consist of one or more of the following: incompetence, willful neglect of duty, willful violation of the rules and regulations of the State Board of Education, unprofessional conduct, drunkenness, cruelty, violations of the laws of South Carolina or the United States, immorality, any conduct involving moral turpitude, dishonesty, evident unfitness for the position for which employed, or sale or possession of narcotics.
The second cause of revocation of the certificate has to do with unprofessional conduct and breach of contract (Section 59-25-530). Any teacher who fails to comply with the provisions of his or her contract without the written consent of the school board shall be deemed guilty of unprofessional conduct. A breach of contract resulting from the execution of an employment contract with another board within the State without the consent of the board first employing the teacher makes void any subsequent contract with any other school district in South Carolina for the same employment period. Candidates must understand that they may not accept another assignment in another district while they are still employed by the original district. If candidates cannot get a release of contract, they must forgo the other position even though it may be more attractive financially or personally.

The last cause of revocation or suspension relates to child support ordered by the courts (Section 20-7-945). Candidates understand that they must pay support and work out a payment plan with the business office of the school district to pay support. Failure to do so may result in suspension of the certificate that is required in order to teach.

3. ACEI PROPOSAL
(Please see Part II for the SPA report.)

References

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McLaughlin, M. (2008). *Shortage of teachers an impending crisis—State action needed.* Raleigh, NC: Center for Public Policy Research.

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PART II

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ACEI standards (Response limited to 4000 characters).

Voorhees College, founded in 1897 by Elizabeth Evelyn Wright, is a historically Black College and University (HBCU) closely affiliated with the Episcopal Church. This association with the Church is a fundamental part of the rich heritage of service and dedication to mankind exemplified in the distinguished leadership of its founder. Through more than one hundred years of service, the mission of Voorhees College has remained unchanged: to provide a high quality educational experience that focuses on the mind and spirit of young men and women while preparing them to assume leadership positions in South Carolina and the nation.

Voorhees College is accredited by the Southern Association of Colleges and Schools. The teacher education program in the Division of Education is currently seeking state approval for an elementary education program. The Elementary Education Program is the only program on the drawing board at this time. Aligned with the goals of the institution, the mission of the teacher education program is to prepare educators who are highly qualified and passionate about maximizing student learning. While preparing candidates, the faculty will remain cognizant of the culture of the candidates as well as of that of the communities from which candidates come, and give them the support they need to be successful.

The College seeks to educate teachers broadly imparting in them a profound concern for the human being. The teacher preparation program is under the authority of the Executive Vice President/Academic Dean and the Voorhees Teacher Education Committee which includes representatives drawn from the Library, the Education faculty, the Arts and Sciences Division, and the public school system. The Voorhees College undergraduate program in Elementary Education with licensure prepares teacher candidates to teach students in grades 2-6. The program, housed in the Matthew A. Golson Humanities, Education, and Fine Arts Building on the main campus, recommends candidates for initial licensure in Elementary Education.

Voorhees College has a commitment to upholding the licensure requirements established by the South Carolina State Department of Education. Those requirements mandate that Institutions of Higher Education offering licensure programs submit to the South Carolina Department of Education a description of their admissions procedure, including the specific point at which candidates are admitted to the teacher education program. The general guidelines for admission to the teacher education program include the following: a passing scores on the PRAXIS I assessment of academic skills or the attainment of a SAT score of 1650 or ACT score of 24; a disclosure statement concerning prior convictions, including felonies and misdemeanors; and a 2.5 GPA on a 4.0 scale. State requirements mandate teacher preparation institutions to align their programs with the South Carolina curriculum standards and the evaluation model: Assisting, Developing, and Evaluating Professional Teaching (ADEPT).

The undergraduate program in Elementary Education with Licensure meets the institutional requirements. The College requires 50 credit hours of general education for a major, passing of the English Proficiency Examination, 72 hours of cultural enrichment, and credit hours for graduation ranging from 122 to 130 hours. The credit hours from 50 to 129 in the proposed Elementary Education program represent professional education courses that include courses in the foundations area, content, and pedagogy.

Consistent with the South Carolina Department of Education standards, candidates complete a minimum of 100 hours of field experience prior to student teaching and a 12-week (60 days) student teaching experience. As part of the total field experience, candidates must have gained experience with diverse groups such as students in high-poverty *vs.* middle-class schools and rural *vs.* urban schools.

Not only is the curriculum in the program aligned with the South Carolina evaluation model, ADEPT, it is also aligned with the South Carolina Education and Economic Development Act (EEDA). Other alignments include national models, the Interstate New Teachers Assessment and Support Consortium (INTASC) principles, and the National Board for Professional Teaching Standards (NBPTS) core propositions.

2. **Description of the field and the clinical experience required for the program, including the number of hours for early field experience and the number of hours/weeks for student teaching or internships (Response limited to 8000 characters).**

The undergraduate Elementary Education Program is a field-intensive experience. Candidates are required to observe and reflect upon school settings during the initial professional coursework, an expectation that continues throughout their professional preparation.

The Elementary Education Program and its school partners design, implement, and evaluate field experience and clinical practice so that teacher candidates can develop and demonstrate the knowledge, skills, and dispositions necessary to help students learn. Owing to the rural nature of the Denmark area, collaboration between the College and school partners is easy, friendly, open, desired, and effective. The schools and the Division of Education share and integrate resources as well as expertise to support learning through field experience including student teaching.

Voorhees College formulates annual written agreements between itself and cooperating school districts. These agreements provide opportunities for field placement to ensure a diversity of field experience for teacher education students. The criteria for the selection of schools to be used for field or clinical experience are included in the written agreements with the school districts and the schools involved. In order to provide quality experience, Voorhees College seeks agreements with schools that can provide positive learning experience in a professional setting in the specified teaching major area and settings with diverse student populations. College supervisors of clinical experience are trained in professional education and provide expertise to the teaching major. Also, they will participate in orientation programs and have had successful public school teaching experience in an elementary school. The professional education faculty members supervise all field experience.

Field experience is sequential and aligned with ADEPT and the Conceptual Framework. The field work helps to provide candidates with learning experiences that prepare them to be reflective decision-makers, skillful practitioners, and caring leaders. The program consists of 100 hours, excluding service learning, prior to student teaching, and 12 weeks or 60 days of student teaching. With the exception of student teaching, field experience requirements are attached to various courses in the curriculum. In the discussion that follows, the objectives are listed by level, proficiency, and course to which the level is attached.

The levels are the following:

Level I – Beginning Practitioner (20 hours concurrent with EDU 100, Orientation to Education) The pre-candidate observes, identifies, records, and reflects on teaching and learning related to students in grades 2-6.

Teacher as **Reflective Decision-Maker**

- Observes the behavior of both students and teachers in the classroom setting.
- Seeks information pertaining to inclusion, social inequality, and student differences.
- Explores the work of schools and the communities they serve.
- Becomes acquainted with the career options available to professional educators.
- Demonstrates positive interpersonal relationships.

Teacher as **Skillful Practitioner**

- Performs paraprofessional duties (making materials, reproduction of materials, and correcting papers using a key.
- Reads stories and leads games in the classroom or playground.

Teacher as **Caring Leader**

- Shows an interest in students while observing.
- Demonstrates positive interpersonal relationships.
- Seeks opportunities (conferences, workshops, etc.) to grow professionally.
- Demonstrates appropriate ethical and professional behavior.

Level II – Beginning Practitioner (20 hours concurrent with EDU 234, Human Growth and Development) The pre-candidate observes, identifies, records, and reflects on teaching and learning related to students in grades 2-6. Prerequisite: Satisfactory completion of Level I Field Experience.

Teacher as **Reflective Decision-Maker**

- Observes in the classroom, paying particular attention to children with disabilities and problems of behavior.
- Identifies special education children along with their exceptionalities.
- Observes different growth patterns in children from various ethnic groups.

Teacher as **Skillful Practitioner**

- Conducts an in-depth case study of one child.
- Makes a list of observed behavioral problems.
- Performs paraprofessional duties such as making copies, correcting papers using a key, and making instructional materials

Teacher as **Caring Leader**

- Demonstrates appropriate ethical and professional behavior.
- Demonstrates positive interpersonal relationships.
- Makes conversation with at least 10 students per visit.
- Seeks ways to make the classroom an inviting place in which to be.

Level III – Developing Practitioner (20 hours concurrent with EDU 335, Teaching of Reading in the Elementary School). The candidate demonstrates and applies knowledge by assisting teachers with individual and small groups of learners in reading. Prerequisite: Satisfactory completion of Level I and Level II Field Experience)

Teacher as **Reflective Decision-Maker**

- Suggests appropriate library books for children to read.
- Reads stories of interest to given age groups.
- Prepares lesson plans for teaching small groups of children.
- Constructs teaching materials for the lessons he or she has planned

Teacher as **Skillful Practitioner**

- Assists in correcting students' work.
- Assists students with the operation of technology.
- Tutors or teaches small groups of students in reading.

- Uses a variety of instructional strategies for the development of students' critical thinking, problem solving, and performance skills.
- Assists with the management of the classroom.

Teacher as **Caring Leader**
- Practices effective verbal, nonverbal, and media communication techniques.
- Seeks opportunities to grow professionally through the reading of professional materials.
- Demonstrates appropriate ethical and professional behavior.
- Utilizes self-assessment and reflection to improve practice.

Level IV - Developing Practitioner (20 hours concurrent with EDU 336, Mathematics for Elementary School) Candidates demonstrate and apply knowledge by working with groups of various sizes in mathematics; students plan and teach mathematics mini-lessons. Prerequisite: Satisfactory completion of Levels I-III of Field Experience.

Teacher as **Reflective Decision-Maker**
- Prepares mathematics lesson plans with assessment tools for a small group.
- Examines mathematics books to understand the meaning of units.
- Examines the functioning level of students to match lesson plans with their level.

Teacher as **Skillful Practitioner**
- Teaches lessons to a small group of students.
- Formulates objectives to achieve specified learning outcomes.
- Aligns lesson plans with local, state, and national competences in the school curriculum.
- Makes an analysis of errors using the assessment tool
- Assists with record keeping and the management of the classroom.
- Utilizes technology effectively.
- Presents a PowerPoint presentation to a whole class of students.

Teacher as **Caring Leader**
- Uses positive language with students when discussing errors in work.
- Demonstrates appropriate ethical and professional behavior.
- Fosters relationships with colleagues, parents, and educational partners to support student learning and well-being.
- Seeks opportunities to grow professionally in mathematics.

Level V - Developing Practitioner (20 hours concurrent with EDU 431, Diagnostic and Prescriptive Teaching) Candidates demonstrate skill in diagnosing learning problems and offering appropriate instruction. Prerequisite: Satisfactory completion of Levels I-IV of Field Experience.

Teacher as **Reflective Decision-Maker**
- Develops an awareness of standardized instruments used to diagnose errors in reading and mathematics.
- Develops an awareness of common errors made by most children.
- Understands the speech patterns of various ethnic groups.
- Develops an awareness of learning styles.

Teacher as **Skillful Practitioner**
- Administers and scores tests.
- Designs and implements lesson plans from the assessment data.
- Constructs assessment tools.
- Analyses student learning errors.
- Applies a variety of instructional strategies to the development of students' critical thinking, problem solving, and performance skills.
- Updates his or her portfolio, including assessment information.

Teacher as **Caring Leader**
- Fosters relationships with colleagues, parents, and educational partners to support student learning and well-being.
- Prepares correspondence to be sent to parents regarding the achievement of students.
- Seeks opportunities to grow professionally.
- Utilizes self-assessment and reflection to improve practice.
- Models ethical and professional behavior in the classroom and in the community.

Level VI – Professional Clinical Practice (Student Teaching) (60 days) Candidates apply the South Carolina ADEPT Standards (Assisting, Developing, and Evaluating Professional Teaching) at an acceptable level. Prerequisite: Satisfactory completion of Level I-V of Field Experience.
Teacher as **Reflective Decision-Maker**
- Creates a long-range plan (unit).
- Becomes familiar with the South Carolina Curriculum Standards.
- Provides content for learners.

Teacher as **Skillful Practitioner**
- Demonstrates competence in the short range planning of instruction (lesson plans).
- Demonstrates competence in the construction and use of assessments.
- Establishes and maintains high expectations for learners.
- Uses a variety of instructional strategies to facilitate learning.
- Monitors and enhances learning.
- Develops a teacher work sample.
- Completes the portfolio so that it becomes a professional document.

Teacher as **Caring Leader**
- Maintains an environment that promotes learning.
- Manages the classroom environment effectively and efficiently.
- Fulfills professional responsibilities beyond the classroom.

Evaluation of Field Experience: The cooperating teachers in the schools and the College supervisors collaborate on the evaluation of candidates. Each level has an evaluation instrument in alignment with the objectives for that level. A pre-candidate or candidate must earn a rating of at least a "2" on a 3-point scale for the experience to be acceptable.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program (Response limited to 4000 characters).

When students enter Voorhees College as freshmen or transfer students and are interested in Elementary Education, they complete a form labeled Intent to Declare Education as a Major and a Prospective Education Letter. Pre-candidates are then assigned education advisors. The academic growth of pre-candidates is assessed at the mid- and endpoint of each semester. At midpoint, deficiencies are reported for those whose academic performances do not meet course-based requirements. At the end of the semester, specific program faculty members submit disposition feedback on each pre-candidate in their courses. Candidates are notified about dispositional feedback gathered at the end of each semester.

Transition Point I on the continuum from entry to exit is admission to the Teacher Education Program. Pre-candidates apply no later than the second semester of the sophomore year or after taking 45 credit hours of general education. Students who transfer to Voorhees College make application to the Teacher Education Program no later than their second semester on campus. Pre-candidates meet specific academic

and evaluative criteria for Transition Point I. The academic criteria consist of three standards: Standardized test scores (passing scores on PRAXIS I Pre-Professional Skills Test or SAT score of 1650 or ACT score of 24); a minimum cumulative GPA of 2.5 on a 4.0 scale; and successful completion of no fewer than two of the required professional education courses with a minimum grade of "C". The faculty evaluative criteria consist of evidence of dependability (through attendance and the timely completion of assignments), professional and ethical behavior (through field- and course-based feedback), attitude and interpersonal skills (through field- and course-based feedback and the Interview), academic competence (through course-based feedback and the beginning of the portfolio), and teaching competence (through field-based feedback). Admittance to the program requires a positive vote by the Teacher Education Committee, a committee made up of education faculty, the librarian, and representatives of the Divisions in the College that teach the lower level non-education courses and the public schools where field experience occurs.

The semester prior to student teaching, candidates apply for student teaching, **Transition Point II.** The academic requirements are passing scores on PRAXIS II tests: *Curriculum Instruction, and Assessment in Elementary Education* (0011), *Content Area Exercises* (0012), and *Principles of Learning and Teaching* (0522); GPAs of 2.7 on professional education courses with no less than a "C" and an overall GPA of 2.5 on a 4.0 scale; and acceptable ratings ("2.0" or higher on a 3-point scale) of field experience. Other requirements are the passing of an FBI background check and acceptable ratings ("2.0" or higher on a 3-point scale) on the *Dispositions Evaluation.* The candidate is also required to have earned acceptable ratings ("2.0" or better) on the developing portfolio and an oral interview. The *Dispositions Evaluation* measures such qualities as valuing diversity; taking initiative; displaying a positive attitude toward the profession, colleagues, and authority; valuing open communication; and modeling ethical behavior. The Chair/Director of Teacher Education recommends candidates who have met all requirements regarding test, coursework, and field requirements to the Teacher Education Committee which makes the final decision on acceptance for student teaching.

Transition Point III is completion of student teaching. The College supervisors and cooperating teachers observe the candidates at least six times over the 60 days during which the teacher education students are in placement in the schools. The ADEPT model guides the observation of candidates. The candidates gradually take on the roles of teachers, teaching at least 10 full days alone. After each observation, the observer and candidate have an evaluation conference. A joint mid-term evaluation conference is scheduled with the student teacher, cooperating teacher, and College supervisor. The candidate's progress is assessed and reported at mid-term on the form, Summary of Student Teacher's Performance, and again, at the end on the Final Summary of Student Teacher's Performance. Both the cooperating teacher and the College supervisor complete the forms; however, the awarding of the final grade is the responsibility of the College supervisor. Other requirements of the candidate during student teaching are acceptable ratings on the following documents: teacher work sample, professional portfolio, and an oral discussion of the portfolio and the student teaching experience with education faculty and peers. The program requires that the candidate make at least a "B" on student teaching.

The last transition point, **Transition Point IV**, is completion of the program. The faculty recommend candidates who have completed the requirements for student teaching and for their approved program of studies for graduation at Voorhees College and licensure by the South Carolina Department of Education.

Specifically, **retention** in the program requires the following:
- Maintaining a 2.7 GPA on a 4.0 scale in education courses;
- Satisfactory completion of the prerequisite professional education courses with grades of "C" or better prior to taking EDU 442, Student Teaching.
- Earning a "B" or better in Student Teaching;

- Maintaining a "2" or better on a 3-point scale on the *Dispositions Evaluation*;
- Completing a professional portfolio;
- Discussing the professional portfolio in an oral presentation addressed to the education faculty and peer candidates.
- Giving proof of a positive professional attitude; and
- Adhering to all the policies of Voorhees College.

Remediation: Candidates who fall below retention requirements may be counseled to select another major or given an individual remediation plan, depending on the nature of the deficiencies noted. The option of a remediation plan is determined by vote of the Teacher Education Committee and is administered by a committee of at least three members with one of them being the Division Chairperson/Director of Teacher Education, another, the faculty advisor, and the third, that member of the Teacher Education Committee who can be most helpful in ensuring that the given plan is designed to assist the candidate in the most effective way. When deficiencies have been sufficiently remediated, students may be restored to full admission to the Teacher Education Program.

4. Description of the relationship of the program to the Conceptual Framework of the Unit (Response limited to 4000 characters).

The experiences of Teacher Education students are well embedded in the conceptual framework of the education program of Voorhees College. The Unit's conceptual model has three outcomes with 12 candidate proficiencies. The first outcome is "**Teacher as Reflective Decision-Maker**" with scholar, critical thinker, diagnostician, and reflective thinker as candidate proficiencies. The second outcome is "**Teacher as Skillful Practitioner**" with proficiencies of methodology specialist, planner, manager, evaluator, and collaborator. The third outcome is "**Teacher as Caring Leader**" with proficiencies of life-long learner, communicator, and nurturer. The proficiencies do not have clearly defined lines of separation because they intertwine and mesh together; however, the model treats the proficiencies as independent for candidate evaluation purposes. Since the Division of Education has only one program, the model serves as the model of the Elementary Education Program as well as the Unit model.

Under the outcome of **reflective decision-maker**, the program is designed to develop the candidate proficiency of **scholar** or subject matter knowledge. Candidates complete 19 semester credit hours in content education courses that include Art for Children, Music for Children, Health and Physical Education for the Elementary School, Social Studies for the Elementary School, Mathematics for the Elementary School, Science for the Elementary Teacher, and Language Arts in Elementary School. The knowledge in these courses builds upon the general education core of 9 hours of coursework in mathematics, 6 hours of course work in social science, 12 hours of course work in the humanities, 6 hours of coursework in the natural sciences, and 12 hours of other general education courses. Other courses in the professional education core that assist in building background information about children are Human Growth and Development and Educational Psychology

The program is designed with courses and experiences from the beginning to the end to develop a **critical thinker**, the second proficiency under the heading of reflective decision-maker. Experience starts with the beginning of a portfolio that requires reflections on beginning field experience, an essay on why the candidate thinks that teaching is the correct career for him or her, and a document on the philosophy of teaching. The course in the curriculum, Special Topics in Elementary Education, requires the candidate to critique articles so as to determine the best practices in education in relationship to diverse students. Another course that requires exceptional skills in critical thinking is Assessment and Evaluation in which test construction, rubric writing, and a statistical package are parts of the requirements. Preparation for teaching in field experience, including student teaching, also requires a high level of critical thinking. In

the development of the professional portfolio at the end of the program, the candidate refines his or her skill as a critical thinker.

The next proficiency under the reflective decision-maker umbrella is **diagnostician.** The Teacher Education curriculum has one course, Diagnostic and Prescriptive Teaching, aimed at developing this proficiency. The course is coupled with a field experience so that candidates get hands-on experience with making diagnoses, developing materials, writing assessments, teaching their plans, and measuring their impact on learning with pre- and post assessments. The experiences during student teaching, especially the teacher work sample, augment the skills learned in the course on the development of a diagnostician.

The proficiency of **reflective thinker** is the last skill listed under the reflective decision-making outcome category. The program develops reflection through experiences required in specific courses. Pre-candidates write reflective statements as part of the course, Orientation to Education, in Year One and follow up with reflective statements after teaching lessons during field experience. The service learning project requires reflective statements as do the entries to the professional portfolio.

The next outcome in the conceptual framework is **skillful practitioner**. The first two proficiencies are **methodology specialist** and **planner**. The program has a methodology course for every content area in elementary school: art, music, physical education and health, social studies, mathematics, science, and language arts. Additionally, the program has courses in Children's Literature and Reading to supplement the language arts course. To emphasize media and technology as methodology techniques, the curriculum includes a course in Technology in the Classroom. The two proficiencies are reinforced by such activities as writing lesson plans, writing units, developing the teacher work sample, and participating in field experience activities, including student teaching.

The proficiency of **manager** under the category of skillful practitioner is two-fold. A manager deal with the general organization of the classroom and paper work as well as techniques involved with student behavior. The curriculum offers one course covering this proficiency, Classroom Management. It is directed at teaching strategies that work with elementary school age students. The program is field experience intensive to give candidates experience with children. The course helps the candidates to develop their own theories of discipline. Student teaching enables candidates to try out their theories of discipline to see if they work with students.

Another proficiency expected of candidates under the outcome of skilled practitioner is **evaluator.** Evaluation is a key component in the methodology courses, field experience, and student teaching. However, the curriculum includes a course in measurement and evaluation in which candidates learn test construction, rubric writing, interpretation of standardized tests, and matching the assessment to the objective or objectives in the lessons, units, and long-range plans. The case study in the course, Human Growth and Development, is the first experience that requires pre-candidates to use evaluation skills. Also, the Diagnostic and Prescriptive course toward the end of the program requires assessment skills.

The last proficiency under the outcome, skilled practitioner, is **collaborator.** Although the curriculum offers no specific course covering this proficiency, it offers several experiences that teach collaboration. The service learning project that is part of the requirement in the course, Teaching Social Studies in the Elementary School, emphasizes collaboration. The five field experiences and student teaching encourage collaboration by having candidates work with cooperating teachers in classrooms. In the course, Elementary School Curriculum, the instructor divides the candidates into groups to work on a semester-long project in which candidates construct a document for an elementary school including sections on philosophy, objectives for content areas, methods of instruction, assessment, and other unique features of the school to help build the skill of collaboration. Both education and non-education instructors use a variety of cooperative learning techniques that refine this skill.

The third outcome, **caring leader**, has three proficiencies: life-long learner, communicator, and nurturer. These proficiencies are dispositions that develop over a period of time, sometimes much longer than four years. The skills in this area start in Year One and receive refinement in almost every experience.

The first skill under the caring leader category is **life-long learner**. The cultural events that pre-candidates and candidates are required to attend help establish life-long learning. The course on Special Topics in Elementary Education and the seminars offered during Student Teaching further establish this skill. The Division of Education sponsors an education club for education majors and educational programs throughout the year for which attendance is required. Also, during student teaching the student teacher is encouraged to attend any meetings and conferences the cooperating teacher attends. Attendance at professional meetings, reading professional journals, and participating in other school sponsored activities is measured by the *Dispositions Survey* completed by the cooperating teacher and College supervisor during student teaching.

The proficiency of **communicator** is the second skill to be mastered under the category of caring leader. Communication skills are reinforced in specific ways in the curriculum, beginning with the first field experience in Orientation to Education. The cooperating teachers and College supervisors evaluate communication skills in field experiences including student teaching. In addition to regular English courses in the general education curriculum, one course, Fundamentals of Speech, stresses communication skills. Micro-teaching assignments in the methodology courses, role-playing in the Classroom Management Course between teacher and student, role-playing in the curriculum course between teacher and parent, storytelling in the children's literature course, professional portfolio presentation to faculty and peers at the end of the program, and the entire semester of teaching during the student teaching experience help to strengthen communication skills.

The last proficiency that of a **nurturer** is a disposition that develops over time. The program offers one course, Introduction to Exceptional Children, which is aimed at developing sensitivity to differences and making adaptations to lessons to aid the exceptional learners as well as teachers, the laws, values, and regulations related to exceptional learners. Other courses such as Human Growth and Development and Educational Psychology educate candidates on the expectations for various age groups so that they can appropriately select content and materials in line with the needs of students. The emphasis on diversity throughout the curriculum in lesson planning, questioning of students, unit planning, grouping of students for cooperative learning exercises, and adapting instruction for learning styles addresses the teaching of nurturing behaviors. Perhaps the greatest technique for the teaching of nurturing is the modeling of instructors and cooperating teachers in and out of classrooms. Faculty in the Division of Education at Voorhees College exemplifies caring behavior by the ways they treat teacher education students and colleagues.

5. Indication as to whether or not the program has a unique set of program assessments and the relationship of these program assessments to the assessment system of the unit.

Candidate admission, retention, and exit from the program rely on the academic and dispositional standards found throughout the Unit. Unit assessments consist of grades (grade point averages); field experience evaluations, including the cooperating teacher's and College supervisor's evaluations of student teaching; Teacher Work Samples; results of the *Dispositions Evaluation*, and the portfolio that begins in Year One with refinement until the end of student teaching. Although the program has a different evaluation instrument for each field experience, the assessment of dispositions is uniform for field and course-based experiences. The candidate completes the Teacher Work Sample during the student teaching semester. Specific instructors rate the teacher education students once per semester on dispositions except for the semester of student teaching when both the cooperating teacher and the

College supervisor rate the candidates. Dispositions measured by the evaluation are reflective inquiry, technology, diversity, initiative, safety of children, adaptation of instruction and materials, professional attitude, communication, professional development, nurturing environment, and ethical behavior. Throughout the Unit, these assessments are used to gauge candidate progress and dispositions toward teaching.

For program assessment, the Elementary Education Program considers data from Praxis II: PLT K-6 Elementary; Praxis II: Elementary Education Curriculum, Instruction, and Assessment; and Praxis II: Elementary Education Content Knowledge. The Elementary Education Program also considers the rating for the case study completed as part of the course, Human Growth and Development, data from the Service Learning Project connected to the social studies methods course, and the Unit Plan completed during student teaching. These program assessments are unique to the Elementary Education Program. Candidate performance on these assessments, in addition to dispositional feedback and minimum academic criteria used throughout the Unit, help to inform faculty decisions regarding the progression of candidates through the program.

6. The On-line PRS system will not permit you to include tables or graphics in the text field. Therefore any tables or charts must be attached as files. The title of the file should clearly indicate its content. Word documents, .pdf files, and other commonly used file formats are acceptable. The system will not accept .docx files. (In PRS you will be able to attach files here.)

> **The proposal has no files to attach here.**

7. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment drawn from the college catalog or as a student advisement sheet.)

> **See Attachment A for Program of Study and Attachment B for Course Description.**

8. Candidate Information

> **Since no candidates are enrolled in the program, this section of the report cannot be completed**

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Currently, the Division of Education has one full-time faculty member who serves as the Chair/Director of Teacher Education. Specific faculty members in other departments have education and skills appropriate for dual appointments when the Elementary Education Program is approved for start-up operations. After approval, Voorhees College plans to hire a person to coordinate field experience and an individual who is a specialist in science and mathematics. Until the program grows, current faculty will be able to teach other courses in the curriculum.

> **See Attachment C for information of Faculty.**

SECTION--II LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACEI standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

	Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
1	[Licensure assessment, or other content-based assessment]	ETS Praxis Series II: Principles of Learning & Teaching-K-6; Elem. Ed. Curriculum, Instruction, & Assessment; and Elem. Ed. Content Exercises.	3rd year in the program and prior to student teaching.
2	[Assessment of content knowledge in elementary education]	Grades in Content Courses: Art, Music, Health and PE, Social Studies, Science, Mathematics, and Language Arts.	At the end of each course. These courses cannot be taken until the candidate is admitted to the Program.
3	[Assessment of candidate ability to plan instruction]	Lesson Plan	The lesson plan is used in all methods courses, specific field experience, and student teaching.
4	[Assessment of student teaching]	Cooperating Teacher's Evaluation	At the end of student teaching.
5	[Assessment of candidate effect on student learning]	Teacher Work Sample	During Student Teaching in Year Four.
6	Additional assessment that addresses ACEI standards *(required)*	Professional Portfolio	At the end of Student Teaching.
7	Additional assessment that addresses ACEI standards *(optional)*	Dispositions Evaluation	Given once per semester
8	Additional assessment that addresses ACEI standards *(optional)*	Field Experience Evaluations	At the end of each field experience.

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ACEI standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ACEI standards.

ACEI STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II			
DEVELOPMENT, LEARNING AND MOTIVATION				
1.0 Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual student development, acquisition of knowledge, and motivation..	□#1 ■#5	□#2 ■#6	□#3 □#7	■#4 ■#8
CURRICULUM STANDARDS				
2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in the use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.	■#1 □#5	■#2 ■#6	□#3 □#7	■#4 □#8
2.2 Science—Candidates know, understand, and use the fundamental concepts of the physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.	■#1 □#5	■#2 ■#6	□3 □#7	■#4 □#8
2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.	■#1 □#5	■#2 ■#6	□3 □#7	■#4 □#8
2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote the abilities of elementary school students to make informed decisions as citizens of a culturally diverse democratic society and an interdependent world.	■#1 □#5	■#2 ■#6	□#3 □#7	■#4 □#8
2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary school students.	■#1 □#5	■#2 ■#6	□#3 □#7	■#4 □#8
2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.	□1 □#5	■#2 ■#6	□#3 □7	■#4 □#8

ACEI STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II							
	#1	#2	#3	#4	#5	#6	#7	#8
2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary school students.	■	■	□	■	□	■	□	□
INSTRUCTION STANDARDS								
3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.	□	□	■	■	■	■	□	■
3.2 Adaptation to diverse students—Candidates understand how elementary students vary in their development and approaches to learning and create instructional opportunities that are adapted to diverse students.	□	□	■	■	■	■	□	■
3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage the development of critical thinking and problem solving among elementary school students.	□	□	□	■	■	■	□	■
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.	□	□	□	■	■	■	□	■
3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	□	□	□	■	■	■	□	■
ASSESSMENT STANDARDS								
4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary school student.	□	□	■	■	■	■	□	□
PROFESSIONALISM STANDARDS								
5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.	□	□	□	■	■	■	■	■
5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.	■	□	□	■	■	■	□	□

SECTION IV—EVIDENCE FOR MEETING STANDARDS

#1 (Required)–CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge. ACEI standards addressed in this entry could include but are not limited to 2.1-2.8. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 1 – Praxis II Examination Scores

See **Attachment D** below.

#2 (Required)–CONTENT KNOWLEDGE: Assessment of content knowledge in the disciplines to be taught in an elementary classroom. ACEI standards addressed in this entry could include but are not limited to Standards 2.1-2.8. **Assessments that address Standards 2.1-2.4 are required.** (The assessments of the different content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #2.) Examples of assessments include comprehensive examinations, course grades from content fields, and portfolio tasks.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 2 – Grades on Content Courses

See **Attachment E** below.

#3 (Required)–PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4. **Assessments that address Standards 2.1-2.4 are required.** (The assessments that address the planning of instruction in the content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #3.) Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans or individualized educational plans.

Provides assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 3 – Lesson Plan and Rubric

See **Attachment F** below.

#4 (Required)–PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: **Assessment that demonstrates candidates' knowledge, skills, and dispositions in practice.** ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4. The assessment instrument used in student teaching and the internship should be submitted. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 4 – Cooperating Teacher's Evaluation of Candidate

See **Attachment G** below.

#5 (Required) – EFFECTS ON STUDENT LEARNING: **Assessment that demonstrates candidate effects on student learning.** ACEI standards that could be addressed in this assessment include but are not limited to 2.1-2.8 and 3.1. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 5 – Teacher Work Sample

See **Attachment H** below.

#6 (Required):–Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 6 – Professional Portfolio

See **Attachment I** below.

#7 (Optional)–Additional assessments that address ACEI standards. Examples of assessments include evaluations of field experience, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 7 – Dispositions Evaluation

See **Attachment J** below.

#8 (Optional)–Additional assessment that addresses ACEI standards Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 8 – Field Experience Evaluation

See **Attachment K** below.

SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments; rather, it should summarize principal findings from the evidence, the interpretation of those findings by faculty members, and changes made in (or planned for) the program as a result. Describe the steps program faculty members have taken to use information from assessments for improvement of both candidate performance and the program. **This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

Since Voorhees College has no student data, this section of the program proposal is difficult to write. However, faculty members plan to gather the data according to the Assessment Plan, analyze them annually, distribute the information, and have planning sessions to examine the curriculum and procedures to determine changes that need to be made for program improvement and student growth.

Two developments at Voorhees College have occurred that enhance the program since the proposal was originally written. A person from the Computer Science Department was assigned to the Division of Education to customize the data analysis program, purchased from another institution, to Voorhees's data collection needs. This person has already adjusted the program so the Division of Education has a computerized system in operation. The other development was the hiring of a doctoral level statistician as director of faculty development and part-time faculty with the Division of Education. He will perform trend data studies in order to evaluate the Teacher Education program and its candidates over a period of time. With the assistance of these two people, the division has adequate staff to collect and analyze the data.

Content knowledge: Analyses of the Praxis II data, cooperating teachers' evaluations from field experiences and student teaching, and course grades are the primary analyses to be used to determine weaknesses in content. Analyses from other documents that will assist are the Portfolio, Teacher Work Sample, and Interviews for admittance to the program and student teaching.

Specifically, changes expected to occur are: (1) more emphasis placed on the development in courses of objective/assessment alignment, (2) more emphasis placed on the development of rubrics in courses for authentic assignments, (3) more emphasis on meeting the diverse needs of candidates, and (4) more

emphasis on the professional growth of candidates by their joining educational organizations, reading professional journals, and attending workshops and conferences.

Professional and pedagogical knowledge, skill, and dispositions: Analyses from the ADEPT evaluations completed by the cooperating teachers and College supervisors, the Praxis II Principles of Learning and Teaching, grades K-6, and the *Dispositions Evaluations* are the main analyses for making changes in content, curriculum, and procedures. However, other assessments like the portfolio and the course projects also provide valuable information. The program with its many experiences are meshed together and interrelated, also making assessment data interrelated. Therefore, all results from the assessment tools are important in measuring professional and pedagogical knowledge, skills, and dispositions.

Specifically, changes expected to occur are: (1) a critical examination of the curriculum to see if some methods courses could be combined in a block and taught in the schools by a Voorhees College education instructor, (2) an examination of music and art to see if these two courses could be combined into one course but still taught by an art and music specialist, (3) a critical review of Praxis II scores to see how much help candidates need to achieve the cutoff score required by South Carolina, and (4) an assessment of the *Dispositions Evaluation* results to see if communication skills need more attention in the curriculum.

Student Learning: Only a few assessments relate directly to student learning. The teacher work sample and other activities during student teaching, lessons taught during field experience, and two sections of the Praxis II Principles of Learning and Teaching, grades K-6, relate directly to student learning. The results of the *Graduate Follow-Up with the Principal* give information about teaching performance after candidates complete the program because the data are collected after one year of teaching experience. Faculty consider these data very important, and if weaknesses occur, they will consider sequencing differently to allow more time for teaching using the pre- and post-assessment model.

Specifically, changes expected to occur are the following: (1) more emphasis placed on the Teacher Work Sample model for determining the impact of teaching on learning, (2) more emphasis placed on writing reflections for the portfolio showing student learning, (3) more opportunities for candidates to learn about, plan for, and teach in diverse classrooms, and (4) more emphasis on the development of tests or other forms of assessment to more adequately measure student learning.

Certain problems have been anticipated and plans are in place to prevent or, if necessary, remedy the problem areas. As the data are analyzed, special attention will be noted of these areas. The plans will also be analyzed. If problems still exist, faculty and stakeholders will collaborate to revise and/or develop new strategies to address these issues.

The specific suppositions stated in this document are based upon the possibilities of the data revealing certain weaknesses. The *suggested* solutions are *possible* improvement strategies. The process for interpreting and utilizing the data results for program improvement is clearly stated in the Assessment Plan. Suggestions for program improvement will be more definitive because of the diversity of the persons involved in the decision-making, i.e. faculty, staff, Teacher Education Committee, Teacher Education Advisory Council, and other major stakeholders.

Data will be collected and analyzed on a schedule according to the Assessment Plan. Data will be analyzed and results will be disseminated to faculty, staff, Teacher Education Committee, Teacher Education Advisory Council, and other major stakeholders annually at a meeting prior

to the fall session. During this meeting, strategies will be discussed related to program strengths and weaknesses. Based upon the weaknesses revealed by the data and recommendations made by group consensus, program modifications will be made, as needed. The anticipated problem areas and their remedies are cited below:

Content Knowledge

Anticipated Problems	Action Plans
More emphasis placed on the development in courses of objective/assessment alignment	Faculty will be apprised of this potential area of weakness. Emphasis will be placed on the rigor, relevance, and alignment of objectives and assessment in all methods courses. Specific activities will be designed to have candidates align objectives, instruction, and assessment.
More emphasis placed on the development of rubrics in courses for authentic assignments.	This skill will be modeled for the candidates whenever feasible. Their performances will be assessed by rubrics, which will be explained in detail. Rubrics, when possible, that can be used with students in grades 2-6 will be used with candidates, e, g. the rubric used to assess their delivery of a booktalk in Literature for Children can be used to assess their students. Candidates will be made aware of the web-sites where K-12 rubrics may be accessed for use and modification. These activities will be interwoven in the methodology classes._Specific instruction on authentic assessment is included in (Measurement and Evaluation for Teachers, a required course)._
More emphasis on meeting the diverse needs of candidates.	Candidates are introduced to the growing diversity of the K-12 population in the initial course of their curriculum. A component of each of the succeeding courses will address the needs of diverse students. Field experiences are designed to include K-12 schools with diverse populations.
More emphasis on the professional growth of candidates by their joining educational organizations, reading professional journals, and attending	Candidates will join the South Carolina Education Association's student chapter. They will be required to be active participants in the activities provided by

workshops and conferences.	that organization.
	Relationships will be established with teacher education programs in the state. Candidates will be required to attend and participate in jointly sponsored activities.
	The nearby elementary school will be asked to allow candidates to attend selected professional development activities.
	Candidates will be encouraged to attend and submit proposals for presentations at local, state, and national conferences.
	Candidates' participation in professional development activities will be monitored.

Professional and Pedagogical Knowledge, Skill, and Dispositions

Anticipated Problems	Action Plans
Examine curriculum to see if some methods courses could be combined in a block and taught in the schools by a Voorhees College education instructor.	The unit will continue discussions with elementary school administrators about establishing a PDS relationship. One of the components would be teaching courses on-site.
	When hiring faculty, special consideration will be given to faculty who are able to teach integrated content and those who have experience in this setting.
	Professional development will be provided for faculty to train them to deliver instruction in this setting, if necessary.
Determine if music and art could be combined into one course but still taught by an art and music specialist.	Music and art faculty will be encouraged to plan, develop, and implement a joint project combining the arts. Other opportunities will be created to allow these professionals to collaborate. The terminal goal is to have them jointly teach the fine arts methods course.
Critically review Praxis II scores to see how much help candidates need to achieve the cutoff score required by	Praxis II scores will be analyzed to determine candidates' areas of strengths and weaknesses. Courses will be

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South Carolina.	identified where content would have been taught. Course content will be reviewed by faculty to ensure that content has been taught.
	Seminars or prescribed individual study plans may be provided by faculty to assist students in their preparation.
Assessment of the *Dispositions Survey* results to see if communication skills needs more attention in the curriculum.	If candidates demonstrate weaknesses in communication, they are referred by faculty, advisor or unit head to the Academic Success Center. The personnel develop a plan of remediation for identified candidates. Candidates are required to complete designated activities to remain in the identified class.
	If data reveals a systemic problem, relevant faculty from the Division of General Studies will collaborate with unit faculty to review data and develop strategies to address the problem.

Student Learning

Anticipated Problems	Action Plans
More emphasis placed on the Teacher Work Sample model for determining the impact of teaching on learning.	Emphasis is placed on the components of the TWS in each of the methods courses, *Diagnostic Prescriptive Teaching*, and *Tests and Measurement.* If performance and data reveal candidates are unable to develop adequate TWSs, faculty, administrators, and stakeholders will review the courses and may find it necessary to include development of a TWS in other courses.
More emphasis placed on writing reflections for the portfolio showing student learning.	Unit faculty will emphasize reflections about impact on student learning and/or changes in student behavior at all levels, beginning with informal observations and eventuating in formal assessments in TWS and student teaching.
More opportunities for candidates to learn about, plan for, and teach in diverse classrooms.	Diversity is interwoven throughout the curriculum. Relationships have been established with nearby school districts with a diverse student population to allow for candidate/student interaction

	in field experiences and service learning activities. If data indicates a problem still exists, faculty, administrators, and stakeholders will strategize to find ways to include opportunities in the curriculum and field experiences for increased activities.
More emphasis on the development of tests or other forms of assessment to more adequately measure student learning.	Candidates enroll in *Tests and Measurement*, a required course specifically designed to enable students to develop assessments which adequately measure student learning. They implement these skills in methods courses. Candidate performance will be monitored and adjustments may be made in the *Tests and Measurement* course or methods courses as warranted.

ATTACHMENT A
Suggested Curriculum for Elementary Education Majors
Freshman Year

First Semester	Cr.			Second Semester		Cr.
ENG 131	Ideas and Their Expression I	3		English 132	Ideas and Their Expression II	3
CMP 130	Computer Concepts I	3		SPCH 130	Fundamentals of Speech	3
MATH 131	Fundamentals of Math	3		MATH 132	Fundamentals of Math II	3
BIO 130	Biology and Lab	3		HIST 234	Amer. and African Amer. Hist.	
CDCE 110	College Dynamics	1		(Sem. I)		3
PE 120	Introduction to Phys. Ed	2		PHYS 130	Fund. of Phy. Sc. and Lab	3
HIST 133 or		3		EDU 100	Orien. to Ed./Field Exp. I	2
HIST 134	World History Survey I or II					
PRXIS I	Lab	0		CEU 111	Cultural Enrichment	0
Total		**18**		**Total**		**17**

Sophomore Year

Third Semester	Cr.			Fourth Semester		Cr.
ENG 231	Introduction to Literature	3		ECON 231	Principles of Economics	3
SPAN 131	Elementary Spanish I (or)			GEO 230	World Geography	3
FREN 131	Elementary French I	3		HUM 220	Humanities	3
HIST 235	American and African-			EDU 232	Technology in the	
(Sem. II)	American History	3			Classroom	3
EDU 230	History and Phil. of Ed.	3		EDU 234	Hum. Growth. and Dev./	
REL 233	Intro. to Religion and				Field Exp. II	3
	Philosophy	3		SPAN II	Elementary Spanish II (or)	
EDU 235	Literature for Children	3		FRENCH II	French II	3
PRAXIS I	Lab	0		PRAXIS I	Lab	0
CEU 210	Cultural Enrichment	0		CEU 211	Cultural Enrichment	0
Total		**18**		**Total**		**18**

Junior Year

Fifth Semester	Cr.	Sixth Semester	Cr.		Cr.
EDU 329	Intro. to Excep. Children	3	EDU 336	Mathematics for Elem. Sch./	3
EDU 330	Art for Children	2		Field Exp. IV	
EDU 341	Education Psychology	3	EDU 334	Social Studies in Elem. Sch./	
EDU 338	Language Arts in Elem. Sch.	3		Service Learning	3
EDU 335	Teaching Reading in Elem.		EDU 332	Elem Sch. Curriculum	3
	Sch./Field Exp. III	3	EDU 342	Classroom Management	3
EDU 331	Music for Children	2	EDU 337	Science for Elem. Teachers	3
PRAXIS II	Lab	0	PRASIS II	Lab	0
CEU 310	Cultural Enrichment	0	CEU 331	Cultural Enrichment	0
Total		**16**	**Total**		**15**

Senior Year

Seventh Semester	Cr.	Eighth Semester	Cr.
EDU 431 Diagnostic and Prescriptive		EDU 442 Student Teaching (Field Exp. VI)	
Teaching/Field Exp. V	3	and Seminar	12
EDU 333 Health and PE for Elem. Sch.	3	PRAXIS II Lab	0
EDU 344 Measurement and Eval.			
for Teachers	3		
EDU 440 Special Topics in Ed./			
Portfolio Development	3		
Elective	3		
PRAXIS II Lab	0		
CEU 410 Cultural Enrichment	0		
Total	**15**	**Total**	**12**

ATTACHMENT B

Table 11. Catalog Descriptions of Education Courses

EDU 100 Orientation to Education/Field Experience 1 (2 Credit Hours)
This course acquaints the pre-candidate with the structure of the school: organization, grouping patterns, materials of instruction, and personnel. The pre-candidate interviews teachers, principals, and other professional persons regarding the strengths and weaknesses of the job and the workplace. (20 hours of Field Experience required) *Prerequisite: None.*
EDU 230 History and Philosophy of Education (3 Credit Hours)
This course introduces the study of the philosophical framework, theories, and principles shaping pedagogical practice, curriculum theory, and educator/student interactions. The course identifies pioneers who have significantly shaped educational theory and practice and examines the evaluation of ideologies in the American education system. The pre-candidate begins the development of his or her portfolio. A minimum grade of "C" must be earned in EDU 230 for enrollment in any other education courses. *Prerequisite: Class rank of Sophomore*
EDU 232 Technology in the Classroom (3 Credit Hours)
This is an introductory course for pre-candidates designed to familiarize them with the use of technology in the classroom for the development of information literate students. The course includes both awareness of and the opportunity to practice functional technology, including Internet applications, PowerPoint, and software. Pre-candidates also learn how to evaluate hardware and software. The course engages pre-candidates in implementing curriculum plans that include methods and strategies for applying technology to maximize learning among diverse student populations. *Prerequisite: None*
EDU 234 Human Growth and Development/Field Experience II (3 Credit Hours)
This course focuses upon the principles of human growth and development throughout life. It examines historical and contemporary trends in the study of cognitive, emotional, social, and physical characteristics of students of varied levels of preparedness. (20 hours of Field Experience required) *Prerequisite: Class rank of Sophomore*
EDU 235 Literature for Children (3 Credit Hours)
This course includes a critical study of the literary composition of children's literature with a primary focus on literary form and structure, to include fiction and nonfiction and literary genres and subgenres. Knowledge of principles for critiquing children's literature is part of the course. *Prerequisites: Class rank of Sophomore*
EDU 329 Introduction To Exceptional Children (3 Credit Hours)
This introductory course deals with programs, problems, and procedures relating to work with children who are exceptional: mentally, physically and/or emotionally. The primary focus is on children and youth who have problems associated with vision, hearing, speech, as well as physical and/or neurological difficulties. Discussions involve recent research and current issues regarding special education programs for students from diverse backgrounds and reflecting various exceptionalities. *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*
EDU 330 Art for Children (2 Credit Hours)
This course focuses upon an examination of the theory and the practice of teaching children through art and the importance of art in education. Candidates explore cultural diversity by utilizing a discipline-based approach to art education. Candidates use their knowledge and understanding of the content and functions of the visual arts as primary media for communication, inquiry, and engagement among elementary students. *Prerequisite: Class rank of Junior and admitted to the Teacher Education Program*
EDU 331 Music for Children (2 Credit Hours)
In this course candidates gain knowledge of a discipline-based approach to music education while exploring the areas of graphic expression, movement education, and the integration of the arts (dance, art, etc.) Candidates learn musical selections which elementary school children enjoy as well as instructional approaches for utilizing music within the classroom. *Prerequisite: Class rank of Junior and admitted to the Teacher Education Program*
EDU 332 Elementary School Curriculum (3 Credit Hours)
This course is an overview and examination of the elementary school concept, including historical and philosophical antecedents and the principles and related implications underlying an elementary school. A focal point of the course is the South Carolina Curriculum Standards for grades 2-6. *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*
EDU 333 Health and PE for Elementary Children (3 Credit Hours)
In this course, candidates will demonstrate their knowledge and understanding of health education, human movement, and physical activity, and other aspects of physical development. They will use the major concepts of health and physical education to create opportunities for student development and practice of active healthy life styles that contribute to good health and an enhanced quality of life for elementary students. *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*
EDU 334 Social Studies for Elementary School Teachers/Service Learning (3 Credit Hours)
This course demonstrates the interrelationships of various disciplines within the social studies: history, geography, the social sciences, and other related areas. Candidate will use the major concepts and modes of inquiry from the social studies to

promote students' ability to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. (Service Learning Project with Agency Required) *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*

Table 11. (continues).

EDU 335 Teaching Reading in Elementary School/Field Experience III (3 Credit Hours)
Candidates develop a high level of competence in the knowledge and use of reading skills in relation to the psychological bases, developmental principles, and historical and contemporary issues in reading practices for teaching elementary school children of diverse backgrounds. This course is the study of reading skills in relation to the psychological bases, developmental principles, and historical and contemporary issues in reading practices for teaching elementary school children of diverse backgrounds. (20 Hours of Field Experience required) *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*

EDU 336 Mathematics for Elementary School/Field Experience IV (3 Credit Hours)
A course of mathematical concepts that include the real number system and operations, the relationship between fractions and decimals, basic algebraic and geometric principles, along with data analysis and probability and principles governing how the "words" in word problems are "translated" into numeric formulae. Candidates are engaged in and gain hands-on experience in the use of appropriate instructional approaches for conveying mathematical concepts to children of varied backgrounds in problem solving, reasoning, and proof, communication, connections, and representation. (20 Hours of Field Experience required) *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*

EDU 337 Science for Elementary School Teachers (3 Credit Hours)
Candidates examine the basic principles of life and the physical sciences within the context of the human environment and a multicultural, diverse, society in this course. Issues confronting mankind such as the scarcity of natural resources, cohabitating with the animal kingdom, and space utilization are explored with emphasis on the earth and space sciences. Candidates design and implement age-appropriate inquiry lessons to teach science, to build elementary student understanding of personal and social applications, and convey the nature of science. *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*

EDU 338 Language Arts in Elementary School (3 Credit Hours)
Candidates demonstrate competence in the use of the English language. The course gives special emphasis to integrating oral and written expression as candidates use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas. *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*

EDU 341 Educational Psychology (3 Credit Hours)
This course introduces candidates to the classroom use of objectives, motivation theories, learning theories, tests and measurements, classroom management, and knowledge of exceptional learners. *Prerequisites: Class rank of Junior and admitted to Teacher Education Program*

EDU 342 Classroom Management (3 Credit Hours)
This course is designed to enable candidates to learn and to implement appropriately positive management approaches and strategies for the classroom. The principles and procedures underlying motivational approaches for effective social and academic development of children of diverse backgrounds and needs are the essential focus of the course. *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*

EDU 344 Measurement and Evaluation for Teachers (3 Credit Hours)
This course introduces candidates to appropriate methods of educational analysis of diverse student populations, including the use of testing and statistics. The course focuses on the assessment of learning and of the procedures used to evaluate the academic performance of children in groups, subgroups, and individually. *Prerequisites: Class rank of Junior and admitted to the Teacher Education Program*

EDU 431 Diagnostic and Prescriptive Teaching/Field Experience V (3 Credit Hours)
This intermediate level course is designed to enable candidates to identify weaknesses in reading and other area competencies and to apply appropriate techniques to foster success in learning. The candidate is expected to implement diagnostic and prescriptive practices in field experiences. (20 Hours of Field Experience required) *Prerequisites: Senior level and admitted to the Teacher Education Program*

EDU 440 Special Topics in Elementary Education/Portfolio Development (3 Credit Hours)
A course that engages candidates in reading, discussing, and analyzing selected current topics in elementary education, with emphasis on topics related to the Conceptual Framework: *"The Professional Educator as Reflective Decision Maker, Skillful Practitioner, and Caring Leader."* A major aim of the course is to prepare candidates to submit their portfolios for review by the team admitting candidates to student teaching. *Prerequisites: Senior level and admitted to the Teacher Education Program*

EDU 442 Student Teaching/Seminar/Field Experience VI (12 Credit Hours)
This course places candidates in local schools so that they may observe, teach, and participate during the entire school day for a minimum of 60 days. Candidates plan, develop, and implement lessons and unit plans to address the diverse needs of all students. Candidates develop the final phase of their portfolios and share them with colleagues at the end of the semester. *Prerequisites: Admitted to Student Teaching.*